

## Maths inquiry will study syllabus proliferation

by Judith Judd

A Government inquiry into the teaching of mathematics will investigate the problem of the proliferation of A level mathematics syllabuses, it was announced this week.

Mrs Williams, Secretary of State for Education and Science, told the House of Commons on Tuesday that the inquiry would look at mathematics in primary and secondary schools.

The inquiry, which is expected to be along the lines of the Bullock inquiry into the teaching of mathematics, will be a major recommendation of the inquiry committee on the Attainment of the School-Leaver.

In its reply to the report, the Government says "the problem of syllabus proliferation is greater in the case of mathematics syllabuses than in any other subject at A level or at 16 plus."

It says that the Schools Council proposals for criteria for the validation and moderation of syllabuses should help to solve some of the problems.

The DES foresees difficulty in developing the criteria and says the question will have to be reviewed in the light of the report to be made by the Steering Committee on the reform of A level from the Schools Council.

On most of the report's other recommendations the Government is more cautious. On the committee's insistence of the importance of boards and subjects it simply points to the efforts already being made to ensure this.

It says that a reduction in the number of public examination boards might be a good thing but it would be premature for a decision to be taken about this before the issue of an examination at 16 plus is resolved.

The reduction in the number of boards could in some respects assist in improving comparability but it would be misleading to say that this would provide an easy answer to the most of the point of concern to the committee.

The Government suggests that better communication between the examining boards and those who use examination certificates could make an important contribution to strengthening understanding between the education service and the public.

The recommendation that there should be earmarked grants for in-service training for teachers is shelved. The Government says that provision for this was made in the State Education grant, though many teachers point out that much of the money did not reach its intended destination.

Peace move on PCL fine

by Peter David

The Inner London Education Authority's £50,000 fine on the Polytechnic of Central London may be lifted as the result of a conciliatory resolution on overseas students approved this week by the polytechnic council.

Fines totalling £100,000 were imposed by the authority in January on two polytechnics which failed to keep within the ILA quota restrictions on overseas students. Thames Valley Polytechnic, which claimed that it exceeded its target because of technical difficulties, was reproved last week.

After a debate at the Polytechnic of Central London, the council approved a resolution recognizing the right of the ILA to require from PCL a policy with regard to student admissions in conformity with its block grant stipulations.

But the resolution also states that "specific discrimination against the entry of students from overseas territories was not part of the polytechnic's policy, and that it has no wish that it should be so in the future."

The resolution is "sympathetic to the ILA's difficulty of reconciling a disproportionately large fraction of overseas students in London compared with the rest of the country, but claims that the additional overseas students recruited outside the quota have occupied spare places at a marginal level only which were beneficial and not detrimental to the economic situation of the ILA vis-à-vis the PCL."

## Plea to assist working class

by Maggie Richards

A greater effort should be made to encourage more young people from working class homes to enter higher education, Mr Oakes, Minister of State for Education and Science, told a meeting in London last week.

Mr Oakes also wanted to see more provision for the continuing education of mature students already in employment.

Speaking at the City Literary Institute, he said: "It seems to me quite wrong in this day and age that almost half the applicants for higher education come from homes in the two occupational groups that cover managers, administrators and professional people, which makes up only about a quarter of the population."

"When you consider that this proportion has actually increased since 1970—when it accounted for about 44 per cent of successful applicants—it is obvious that all occupational groups are seriously under-represented in higher education."

There was a need for positive thinking on recruitment, and universities and polytechnics would do well to study the attitude of the teacher training colleges to mature students right up to the beginning of the reduction in intake.

Dr Keith Hampson, a Conservative junior education spokesman told the meeting that education had a key role to play in offering opportunities of adjustment to a changing economic, social and moral environment.

Union call on FE allowances

The TUC is urging the Government to take immediate action on education allowances for full-time further education students in the next budget.

This decision follows a letter sent last month to the Prime Minister asking for a system of educational allowances for Scotland and Wales similar to that existing in England.

At a meeting with the Secretary of State for Education and Science, the TUC strongly reiterated its call for a letter from the Prime Minister.

Mr Roy Jenkins, Secretary of State for Education and Science, said that the Government was now convinced that there is a very powerful case for the provision of allowances for the full-time further education students in the next budget.

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## Oakes firm on overseas students

by Sue Reid

The dramatic increase in overseas student numbers in Britain during the last decade cannot be continued, Mr Oakes, Minister of State for Education and Science, warned in the House of Commons this week.

Speaking in a special adjournment debate on overseas students, Mr Oakes maintained that foreign student numbers had climbed from 32,000 in 1970-71 to 74,000 in the last academic year, a rate of increase that could not go on.

He told the House: "There has been a suggestion over recent years that we do not welcome these students. Let me make it clear that these students are certainly welcome."

But the Government wanted to seek a fairer and more rational policy. Although the Government was considering new ways of supporting overseas students they should not receive more favourable

treatment than home students. The differential tuition fee charge to overseas students "helped to even things out."

To abolish the differential fee levels would cost £12m a year and to wipe out fees altogether, as the National Union of Students suggested, would cost £110m.

The gross average institutional cost of a student at university had now reached £2,500 a year and in certain disciplines, such as medicine and the veterinary sciences, the cost could be double that sum.

Mr Anthony Kershaw, MP for Stroud and a former Conservative minister with responsibility for overseas students, who told the House: "The burden of easing hardship among overseas students has been shifted off to local education authorities, polytechnics and universities who have struggled to help."

He called on the Government to withdraw its controversial circular 8/77 which was "morally and really" unacceptable. The circular imposed a quota system, increased hostel charges for overseas students and reclassified their status.

He also called for the establishment of a commission—first mooted by the United Kingdom Council of Overseas Student Affairs and the Council for Education in the Commonwealth last year—made up of interested professional and academic bodies to advise Government on overseas students' policy.

A statement issued by the UKCOSA before the debate in the House said that a failure in Government departmental co-operation had led to the delay in restructuring overseas student policy. It added that the commission proposed had been set up by Whitehall since November without comment.

Middlesex dean suspended

The dean of art and design Middlesex Polytechnic has been unofficially suspended while confidential disciplinary discussions are held about his future role in the polytechnic.

The dean, Mr John Reid, is the Middle East as part of a consultancy project sponsored by the United Nations Industrial Development Organisation. Permission for his participation in the project has earlier been refused by the polytechnic's deputy director.

Dr Raymond Rickett, the director, said that a colleague had been appointed acting dean of art and design, but Mr Reid would arrive for work on Monday. He declined to give further details but confirmed that disciplinary discussions were being held.

At the time of the suspension, a meeting of the governing body of the polytechnic was held to consider the possible dismissal of senior member of academic staff. Meanwhile, eight staff members walked out of a meeting of the polytechnic's academic board the week before last.

Mr Reid is already being boycotted by the students' union, which was given reduced representation after a new constitution was introduced last year.

Five polys chosen for elite degrees

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applied science should be held by them. The financial incentive to exceptional students would justify this recognition.

The scholarships will be tenable on first degree full-time or sandwich courses at any university or polytechnic in the United Kingdom covering engineering and its related subjects, but courses which include industrial placements will be favoured.

## Transfer to national control is Oakes' surprise bonus

by Peter David

A number of polytechnics will be able to transfer from local to national control as a result of the Oakes committee report, published this week. But they will only be able to do so if their maintaining local authorities agree.

As predicted, the report of the committee investigating management of public sector higher education proposes the creation of a national body to allocate more than 85 per cent of the costs. Direct control, however, will remain with local authorities, which will contribute up to 15 per cent of the costs of their local higher education institutions.

To ease the pressure on local rates, this direct contribution will be phased in slowly from a level of only 5 per cent in the first year of the new scheme. Nevertheless, for some small authorities the financial pressure may persuade them to choose a special provision in the report under which the national body would take over the running of a polytechnic in return for a fixed annual payment from the local authority.

Polytechnics named informally as probable candidates for transfer are Huddersfield and Kingston, both of which would constitute a major financial burden under the new scheme. The local education authority would continue to nominate the governing body of a transferred polytechnic.

The report says that "it would run counter to our concept of partnership between national and local government to recommend any general transfer of institutions from local to national control."

But the committee of Directors of Polytechnics has indicated strong opposition to the retention of local authority control over polytechnics and the use of a modified pooling system to pay for higher education. It advocates funding polytechnics by direct grants.

It is made clear in the report that there is little support for the recommendations which could be revised or simply not implemented.

Mr Stan Broadbridge, general secretary of the National Association of Teachers in Further and Higher Education, welcomed the creation of a national body as a move towards NATEF's aim of a national council for all further and higher education.

Limited local powers, page 3

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Legal threat if dons don't mark finals

by Judith Judd

University lecturers could face legal action if they refuse to mark final degree examination papers this summer.

In a memorandum to branches of the Association of University Teachers, the association has asked lecturers to mark final degree examination papers this summer.

Accordingly, the association feels the likelihood of action against internal examiners is small. The external examiners' position is more difficult. He would be liable to have his contract discharged. He would also lose his fee and be liable in law for any damages caused.

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## Mrs Williams warns universities, discuss future or...

from Clive Cookson,  
North America correspondent

CHICAGO

Britain's academic community had better not ignore the Government's invitation to discuss the various policy options for higher education in the 1980s and 1990s, Mrs Williams told an American audience this week.

The Secretary of State for Education and Science described to the annual meeting of the American Association for Higher Education in Chicago the five models for dealing with the projected growth in Britain's colleges and universities over the next four or five years and the following slump, which her department published as a brown paper this month.

It was quite possible that the universities would not want to discuss them, she said, and because of the arms-length relationship between universities and Government they could not be forced to. But ultimately if the academic community did not take the "extremely difficult" decisions necessary, the Government would have to impose its own solution, on outcome she would be most sorry to see, and it would be most damaging to the universities and their independence.

The Secretary of State told her audience of American academics and university administrators how she had tried and failed to carry out a similar exercise in consultation when she was minister of state in 1969. The universities had responded to them with the result that the 1970s spending cuts fell "in an unplanned manner."

Mrs Williams made clear that she personally was not optimistic about the chances of increasing Britain's participation rates—the percentage of the 18 to 21 age group going into higher education. But she did seem hopeful about the prospects of bringing substantially more non-traditional adult students into universities and colleges to compensate for the falling number of 18-year-olds, for example, by extending the Open University idea to residential courses and developing paid educational leave.

The problem of aging academic staffs and the lack of openings for new blood was also covered in Mrs Williams's talk. She said science and social science faculties were effectively blocked until the year 2000, when substantial retirement of professors would begin. Things would start to move a little earlier in the arts and engineering.

Full AALHE report next week

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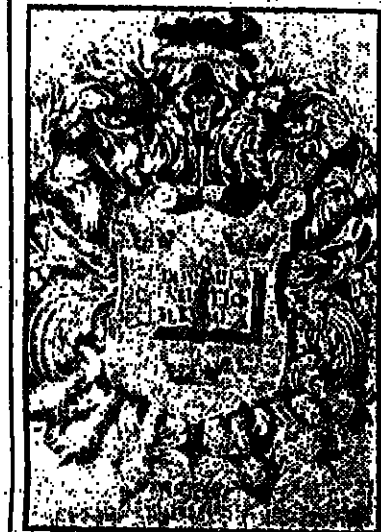
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## Unions want 'more practical' TV courses

by Maggie Richards

The advantages and disadvantages of a joint venture in trade union studies between the BBC, the TUC and the Worker's Education Association are outlined in an interim report released last week.

Compiled by Mr Tony Matthews, executive producer of BBC Television's further education department, the report reveals that in the third year the project will revert back to covering practical issues of the kind covered by programmes during the first year.

The report concludes that trade unionists want courses of direct relevance to their own workplace experience, rather than broader issues dealing with the relationship between unions and society.

In 1975 the BBC agreed to collaborate with the TUC and WEA on a three year project to meet the needs of trade unionists. The course, *Trade Union Studies*, was designed to enable them to understand some of the problems and issues facing unions, and to encourage them to participate in discussions on union policy.

Under the terms of the agreement the BBC was committed to the production of three series of ten television programmes to accompany postal material and face-to-face tuition arranged by the TUC and WEA.

Among the advantages of the joint venture, the report records the recognition by both the TUC and WEA that educational broadcasting could be a legitimate and dynamic partner in planning and achieving common educational objectives.

It also remarks on the greater effectiveness of the broadcasts and printed materials when linked to face-to-face discussions and follow-up postal courses.

The report comments, too, on the greater credibility attached to the

BBC contribution because of TUC and WEA backing.

Among the disadvantages, it highlights the complexity of decision-making and communication, and difficulties caused by the different tempo of course material production within the partner organizations.

The arrangement also led to a tendency to pre-empt and ignore the possibility of involving teachers and trade unionists at local level, the report says.

Reviewing the effect of the programmes on trade unionists, the report notes that the two series shown so far did achieve credibility as trade union programmes, and there were few allegations of BBC brainwashing.

But it says trade unionists were able to relate more easily to the first series, which dealt with subjects such as overtime, redundancy, and health and safety at work. These issues were more often within the experience of the audience than the second year series dealing with wider policies such as trade unions and the economy.

The report also forecasts a number of changes in the third year series, arising from the lessons learned over the past two years.

One will be a return to more practical grassroots issues, while another will be a strengthening of the face-to-face tuition, with a much closer link between BBC materials and TUC day-release classes.

A final report on the project is expected in early 1979. A team from Sheffield University's extramural department is at present conducting an inquiry into the effectiveness of the project, backed by a £22,500 grant from the Social Science Research Council.

*Trade Union Studies: A partnership in adult education between the BBC, the TUC and the WEA*, published by BBC Education, 35 Marylebone High Street, London W1M 4AA.

## 'Shortage' of engineers at Bradford

by Judith Judd

A serious shortage of graduates in engineering and physical sciences is noted in Bradford University Careers and Appointments Service annual report.

The report says that mounting evidence of the shortage is ironic in view of the fact that employment prospects for graduates were only slightly better in 1977 than in 1976.

It says that fewer people went into the public services but the increased number going into industry made up for this. However, it suggests, there are dangers in the swing away from public service jobs.

"The flow of good honours graduates into maths and science teaching has almost stopped. The trend, if repeated nationally, will have disastrous long-term effects."

The proportion of Bradford grad-

uates still looking for jobs on December 31 was nine per cent. The figure for engineering and physical science graduates was three per cent.

Durham University Careers Advisory Service report remarks on a permanent change in the pattern of graduate employment.

More first degree graduates have taken longer to get first jobs and more have initially entered temporary employment. At the same time, the chances of higher degree graduates getting first jobs in higher education has declined.

The effect of these changes has been to increase the competition which new first degree graduates face when looking for jobs. They compete increasingly with graduates from previous years as well as with their contemporaries.



Mr Oakes, Minister of State for Education and Science, makes a point to students demonstrating about anomalies in the grant system outside Hull College of Higher Education. Mr Oakes is attending the formal opening of the college last Thursday.

## Business history unit to be based at LSE

A business history unit is being set up in London University by the London School of Economics and Political Science and Imperial College.

The unit will be based at the LSE with a full-time director. One of its aims will be to provide links with work on the development of technology and invention.

The business world has so far contributed £208,604 in response to an appeal sponsored by Sir Alistair Pilkington.

The aim of the new unit is to build up a body of research and teaching to complement university work on Labour history.

Its research work may include the development of modern management, decision-making in business and the reasons for business failure.

The unit will also run seminars for businessmen and academics to discuss. A steering committee to manage the unit's financial affairs will be chaired by Professor Ralf Dahrendorf, the LSE's director and its academic management committee by Professor T. C. Barker from LSE.

## Collaboration needed on open learning for mature students

by Patricia Santinelli

Collaboration on open learning systems for mature students is urgently needed before a situation already deteriorating through lack of funds grows worse, a report by the Council for Educational Technology warned this week.

The council fears that unless the various agencies and colleges concerned with offering educational access to mature students come together to form a coherent programme of work and research, valuable projects will be shelved at a time ripe for expansion.

In a foreword to the report CET director Mr Geoffrey Hubbard says: "We have concentrated on the mature student aiming for a qualification whether for advancement in his career or for personal achievement, but who is unable to follow a non-degree course by means of full-time or regular part-time attendance at a local college."

"The question we are seeking to answer is how we can improve the present arrangements so that students can more readily study the subjects of their choice at times and places which suit their needs."

The CET sees the development

of open learning systems as gradual, centrally coordinated, but from a local, to a regional, to a national network.

Mr T. Charles Davies of local education authority, the City of London, said that development had been *ad hoc* and haphazard, the need for a variety of methods of study representative of a national network of open learning systems.

He suggests that the most realistic way forward would be for CET to establish a steering committee on open learning, together with appropriate staff to mount two or three feasibility studies representative of different open learning models.

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## Powers of Oakes body limited on local HE

by Peter David

A national body to oversee and finance higher education in the maintained sector is the main recommendation of the Oakes report, published this week. The report will negotiate the total amount to be spent and allocate funds to individual local authorities and institutions. It will also be responsible for planning higher education provision in collaboration with the University Grants Committee.

Some 85 per cent of the total cost of public sector higher education will be distributed by the national body from a modified system of pooling. The remainder will be paid directly by maintaining local authorities against their contribution will start at 5 per cent and rise to the full 15 per cent only after a period of years.

The direct contribution from individual local authorities, however, will vary—15 per cent is the target average for the system as a whole. The report says: "It is no part of our proposals that the national body should have power to direct local authorities in relation to their higher education provision. In general, it will need to proceed by negotiation and with the agreement of individual authorities."

Three main groups will be represented on the body, which will have up to 28 members: up to nine will be nominated by the local authority associations, and this group will have a power of veto if its members are unanimously opposed to an issue. Use of the veto means that the contentious decision will be referred to the Secretary of State.

Another eight members, representing the staffs of colleges and polytechnics, will be nominated by the Committee of Directors of Polytechnics (two); the National Association of Teachers in Further and Higher Education (three); and the Secretary of State (three). A third group of between eight and 10 will be selected by the Secretary of State to represent the academic world, industry and commerce.

Members will serve in an individual capacity for a renewable five-year term. A select committee of members will be named and entitled to receive papers. The

body's remit will extend to all forms of maintained higher education and it will have a role in relation to the direct grant and voluntary college, which at present receive grants from the Department of Education and Science.

The report also contains recommendations about the local management arrangements for institutions. While local authorities should retain overall responsibility, institutions should be given maximum freedom, with their governing bodies providing "a clear focus of authority and accountability."

Academic boards should have access to "relevant financial information" in order to assess the implications of academic decisions; governing bodies should take account of the academic board's views about academic implications of financial decisions.

Nine new regional advisory councils should be established in England for coordinating public sector higher education, including in-service teacher training. Universities will be invited to take part. Each RAC will have a governing body with separate committees to deal with higher education and in-service training.

The report makes it clear that the Oakes committee's terms of reference prevented it from deciding on the merits or demerits of local authority control of higher education. It says: "This ruled out consideration of the wholesale transfer of institutions to other management. We recognized, however, that some would advocate measures of this sort and failure on our part to recommend changes in the creation of a 'shadow' national body could be taken pending legislation, the report says. Similarly, the new regional advisory councils should be set up "urgently."

Report of the Working Group on the Management of Higher Education in the Maintained Sector (Cmd 7130 £1.25, HMSO).

## Academic and industrialist job exchange suggested

University staff and industrialists should have the opportunity to exchange jobs, Mr John Harris of Manchester University claimed at a meeting of the Institution of Nuclear Engineers last week.

He said: "I cannot understand why university staff and industrialists should not have the opportunity to exchange jobs. It is a waste of time and money to have a meeting of the Institution of Nuclear Engineers last week."

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of school leavers applying. "As I go round the universities I have been very depressed to discover what appears to be a lowering of academic standards. Industry needs quality and asks universities to observe that principle."

Sir Henry Flimston, chairman of the inquiry into the engineering profession, told the meeting that lack of understanding about the need for career development schemes in industry was inhibiting the recruitment of engineers. The trouble stemmed from the industrialists' reluctance to organize.

A few nuclear engineers were being trained to meet existing needs, Professor Gilbert Walton, of Imperial College, London, alleged. He said that only 15 a year were being trained to meet an annual loss of 400 from an industry that was more than 300 short.

A further cause for concern was the low number of British-born students on relevant courses. "It is very disheartening. The universities have been largely responsible for the development of the nuclear industry abroad rather than in this country."

Mr Peter Bailey, of the Nuclear Power Company, said that he had been disappointed with sponsorship and particularly with the standard



Mr Edward Heath, the former Prime Minister, is presented with a record of organ playing from St Albans Cathedral by Miss Jenn Ireland of the International Book Information Service after opening its new headquarters and warehouse. Miss Heath is at St Albans, offering a mailing service to academic publishers. It holds on computer details of most academics in the United Kingdom and their specialisations.

## Applications down but not out

Applications for teacher training are down by nearly 23 per cent compared with this time last year, according to the Central Register and Clearing House. However, the figure is a considerable improvement on November when they were down by a third. The Clearing House says a further improvement is expected.

Applications through the Graduate Teacher Training Registry are only

1.7 per cent less than on a similar date last year.

The Clearing House is now registering candidates for admission to degree and diploma of higher education courses. Acceptances rose from 1,297 in 1976 to 1,834 for 1977 and a further rise is expected this year.

The annual report is available from the Central Register and Clearing House Ltd, 3 Crawford Place, London, W1, price £1.

## Forum created for Scots engineers

by Robin McKie

Scottish engineers will be able to give their views on the re-shaping of their industry to members of the Edinburgh committee at a special meeting to be held in Glasgow next week. The discussion conference, which has been organized by the Scottish branch of the Council of Engineering Institutions, will be held on Tuesday (March 28) in Strathclyde University and is expected to attract several hundred engineers.

The meeting has been arranged to allow members of the committee, which is inquiring into the training and education of engineers, to learn at first hand how rank-and-file engineers feel the industry should be shaped so Britain can meet greater competition in the world market.

"Scotland's economy was largely founded, and is still heavily dependent on the higher engineering skills in mechanical, marine, electrical, chemical, mining, and other important branches," said Professor Gordon Beveridge, of the chemical and process engineering department at Strathclyde, and one of the conference organizers.

This meeting is intended to discuss national issues and problems, but we also want Scotland's distinctive viewpoint to come across. This conference could be crucial for the future of the higher engineering and it will certainly be one of the biggest gatherings ever seen here."

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## 'Charge EEC students at host's rate'

by Sue Reid

Higher education students in the European Economic Community who study in other member states should be charged the home tuition fees of the host country, it has been proposed in a special EEC consultative document.

The document, released by the Department of Education and Science this week, also proposes that in member states where home students are absorbed from paying fees the same ruling should apply to foreign students from within the EEC.

It recognizes three fundamental principles relating to student admissions within the EEC: that student mobility within the community is desirable, that this should be reciprocal and that student admissions from EEC member states should be on the same basis as those from the home country.

The document claims that maintenance grants, if awarded, should be automatically tenable at least for a period in another member state. It also calls for a "community level" fund to deal with the cost of living differences facing students in different member states.

To encourage linguistic competence the EEC commission suggests that the development of special certificates should be considered together with a community level scheme for language tuition.

It adds that students attending part of a course in another member state should be excluded from any numerical limitations and urges the development of higher education courses. Acceptances rose from 1,297 in 1976 to 1,834 for 1977 and a further rise is expected this year.

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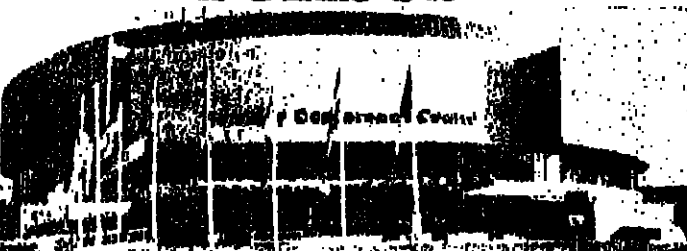
Applications through the Graduate Teacher Training Registry are only

1.7 per cent less than on a similar date last year.

The Clearing House is now registering candidates for admission to degree and diploma of higher education courses. Acceptances rose from 1,297 in 1976 to 1,834 for 1977 and a further rise is expected this year.

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Edinburgh students for senate

Edinburgh University students are to get associate membership of the university senate from the next academic year but will not have voting rights. It has been agreed. The 13 associate members will be selected ex officio from the Edinburgh Students' Representative Council and from each of the university's eight faculties. They will total 5 per cent of the senate. The senate will include students on

the senate follows recommendations made by a special working party set up last academic year to examine the issue. Under the agreement provision will be made for the senate to consider reserved areas of responsibility, including matters affecting appointments, promotion and personal affairs of students and admission of individual students without student participation.

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## North American news

Will new changes in Harvard's first degree course put an end to the 'rag-bag' degree? Clive Cookson, North America correspondent, reports

## Harvard set for core studies

The "core curriculum" bandwagon in American higher education has received a heavyweight push from Harvard University, where the administration has published proposals that would compel undergraduates to devote a quarter of their four-year programme to courses in five basic academic areas.

The report on the core curriculum, which is currently under discussion by Harvard's faculty and students, is the outcome of three and a half years' work by a dozen committees and task forces, coordinated by the dean of arts and sciences, Dr Henry Rosovsky.

Although many major American colleges are at least talking about tightening up their undergraduate curriculum and restoring coherence to the confusion of "elective" courses that sprang up during the 1960s and early 1970s, the Harvard proposals are expected to be the most influential of all. Dr Rosovsky's report is being compared to the *General Education in a Free Society*—known as the Red Book—that launched Harvard's last major curricular overhaul in 1945 and significantly affected the postwar development of American undergraduate education.

The new curriculum is designed to ensure that Harvard students "acquire basic literacy in the major form of intellectual discourse". It is divided into five areas of knowledge, rather than the traditional triad of the humanities, natural sciences and social sciences.

● Literature and the arts. Three courses, in literature, fine arts or music, and the "contexts of culture", will "acquaint students with important literary and artistic achievements and will instill a deep appreciation of the role of the human mind in the development of the world".

● History. One course focusing on "historical orientation to the present world" (for example the development of modern political ideologies), and one on "historical process and perspective" (perhaps a study of the English Civil War).

● Social and philosophical analysis. One course on social analysis will "familiarize students with some of the central approaches of the social sciences and do so in a way that gives students a sense of how those approaches can be used to understand human behaviour in the context of contemporary society". A second course on philosophical analysis will "introduce students to important (Western) traditions of thought, make them aware of the intellectual and ethical argument, and bring them

to grips with particular questions of choice and value".

● Foreign languages and cultures. A single course, either concentrating on one aspect of a major Western culture and using its language, or studying a non-Western culture with translated texts.

● Science and mathematics. One course on the physical sciences and mathematics, and a second on the biological and behavioural sciences. Both will aim to get down to basic scientific principles, not just sketch out "what scientists believe to be true".

The core report says: "All students will be expected to demonstrate competence in quantitative and qualitative reasoning before taking the science and mathematics courses. Freshmen who fail an initial mathematics exam will have to do remedial work to develop basic skills, and they will be expected to meet the mathematics requirement by the end of their first year at the college, because a firm basis in mathematics is essential for study in many other fields and a requisite for core science courses".

In addition to this new demand for basic mathematical competency, the Rosovsky task force recommends strengthening the existing Harvard requirement for students to show competence in "expository writing and in a foreign language. Those with substantial writing difficulties might have to attend remedial classes, and the basic writing requirement, too, must be met by the end of the first year.

The core curriculum would take the place of Harvard's 30-year-old general education programme, which is generally regarded as the university's most failing in its original purpose. It allows students to make a virtually random selection from a huge range of courses, as long as science students take some arts courses and vice versa.

Under the new system, students will have to take at least one of the 10 core courses outlined above (they will be exempted those that overlap with their major subject; thus a scientist, for example, need not take the two science and mathematics courses).

Since the existing programme requires eight courses, the new curriculum can be substituted for it without affecting the other two elements of Harvard undergraduate education: the specialist subject, chosen as the major or concentration, and the elective courses chosen from other fields. The concentration will continue to take up about half of the four undergraduate years, and the core and electives will occupy a quarter each.

Under the new system, the core curriculum (students choose the degree of choice, for example they might be offered a choice of economics, anthropology, psychology or government for their compulsory social analysis course.

"Although most of the courses will have to be specially designed for

the core, others may be only minor adaptations of existing introductory courses," the report says.

Its authors take care to point out that their proposal is not an eventuality—and inevitably this—introduction to the arts, social and natural sciences. Nor does it go in for the Great Books approach, or for "distribution requirements" among courses put on by individual departments.

"Our goal," they say, "is to encourage a critical appreciation of and informed acquaintance with the major approaches to knowledge, not in abstract but in substantive forms, so that students have an understanding of what kinds of knowledge exist in certain important areas, how such knowledge is acquired, how it is deployed, and what it might mean to them personally."

If the core curriculum is approved by the faculty this year, it will be phased in over a four-year period, starting from the 1979-80 academic year.

When the faculty held its first formal debate on the proposals last week, they came in for a good deal of criticism from professors and student representatives. Some objected on philosophical grounds to the idea of the university trying to lay down a core of knowledge that all students should have; others criticized the content of the curriculum.

Professor Frank Weisheimer, Loebl Professor of Chemistry, said the two proposed science and mathematics courses would give arts and social science students sufficient scientific background. The curriculum was in effect a public statement by the faculty that "science occupies a minor, perhaps only trivial, place in the intellectual heritage of mankind".

The next faculty meeting (April 11) will consider a series of amendments to the core. A date has not yet been set for a final vote on its adoption.

Harvard's rival universities are not at all impressed by the Rosovsky proposals or pleased by the attention they are getting. At the University of Chicago student newspaper, the *Chicago Maroon*, put it: "Although Chicago's system was not mentioned in the Rosovsky report, the Harvard proposals closely resemble the Chicago programme."

Chicago never abandoned its "common core", which dates back to the 1920s, even when it became a popular joke in the 1960s and early 1970s. The Chicago curriculum is a year-long sequence of required common courses in the humanities and the social, biological and physical sciences. In the humanities, most students must take a course in Western civilization, demonstrate pre-calculus proficiency in mathematics, have at least one year of a foreign language, and take some courses in fine arts, music and literature.

## Full grants for needy Canadians

from our own correspondent

Ontario has introduced a student aid programme that will for the first time in Canada provide full grants to needy students.

From the next academic year, students whose net family income is less than \$6,600 a year will be eligible for a grant to cover fees, books and term-time living expenses.

Students have hitherto had to borrow \$1,000 through the federal government's Canada Student Loan scheme before becoming eligible for a provincial grant.

The new scheme is seen by the province as a big step towards equal educational opportunity, since low-income students will be able to do a four-year undergraduate course without getting into debt.

But the Ontario Federation of Students (OFS) argues that most students will be worse off under the new plan, because parental contributions will start at a lower level—\$6,600 net income rather than \$7,600 under the old scheme—and living allowances will be \$65 a week compared with \$70 that might have been expected if the present scheme had continued to 1978-79.

The federation infuriated and preempted the Minister of Colleges and Universities, Dr Harry Partout, by leaking details of the plan in the University of Toronto student newspaper and presenting it in the worst possible light.

The students' interpretation was repeated in the main Ontario newspaper, *The Globe and Mail*, under the headline "Parents pay more under Proposal for Student Aid".

In fact, the student analysis, that the average parent would have to contribute \$500 a year more to their children's college education under the new scheme is based on a false assumption of the funding levels that could have been expected if the old scheme had continued, according to the Ministry of Colleges and Universities.

The new Ontario student aid plan will cost \$24m in 1978-79, compared to \$61m under the present system during 1977-78.

## Patents for new organisms

Universities and other institutions doing recombinant DNA research with federal funds may patent new life forms they produce, the House of Representatives Health, Education and Welfare (HEW) committee decided.

The department and its research agency, the National Institute of Health (NIH), will not for the time being draw up special patent rules for genetic engineering, or scientists in the field will be able to work under the existing regulations, which allow for the patenting of biological inventions such as vaccines.

The highly controversial issue of patenting the results of "gene splicing" experiments has already cropped up in industry, which is not subject to the NIH safety guidelines. Legislation is being prepared in Congress to bring industrial genetic engineering within the safety regulations for federally funded research.

The United States Court of Customs and Patent Appeals has ruled that the General Electric Company may patent petroleum-creating bacteria that were developed by means of genetic manipulation to help clean up oil pollution. The judgement, which was made by a narrow three-to-two majority, reversed a decision by the Board of Patent Appeals that the patent laws were intended only to apply to inanimate inventions.

Meanwhile, another court has cleared the way for P4 gene splicing experiments to start in new facilities in Port Deposit, Maryland. P4 is the highest security level provided for in NIH guidelines; only one other P4 laboratory is being prepared in the United States at the NIH's own headquarters in Bethesda, Maryland.

## News in brief

## Just another old wives' tale

from our own correspondent

Careful research by anthropologists has exploded the myth of Vilcabamba, the community in Ecuador famed for its exceptionally long-lived inhabitants. Using baptismal records, Dr Spilman and Richard Maresca found that the town had a normal mix of elderly inhabitants, none over the age of 96 in the regularly taught list of names.

People over 70 were being reported in some cases as long as 100 years ago. The influx of scientists, led by Fernandus, said that the town was not a secret. He said there were more than 100 people over 70 in the town, and the number of people over 80 was increasing.

Reopen Cairo call

A \$36m endowment fund set up by the United States for the American University in Cairo, should be reopened, a report by the United States General Accounting Office has said. The fund was frozen since 1976 turned up "serious deficiencies".

The extensive bill for years the subject of a bitter political and academic tug-of-war—includes long overdue reforms like the standardisation of the secondary school system to ensure university entry qualifications.

Teaching doctorate

Teacher education in the States needs a drastic overhaul, including a reduction in the number of college professors with teacher programmes, writes Dr Monahan, dean of the Human Resources and Education West Virginia University. *Journal of Educational Leadership*.

The need for a different programme of teacher preparation is now manifest and must be met, he says. At least 17 per cent of the institutions that try to do it "abysmally". In Montana, he says, the number of teachers is falling.

India

Since it took office following its election in June, the Marxist Left Front government of West Bengal (of which Calcutta is the capital) has set about making major changes in the way education is managed.

Campus drinking up

Ninety-five per cent of new students drink alcohol, according to a survey of 7,435 students at New England College in the United States. Five out of 10 and three-quarters of the students had been drunk at one time.

The survey, conducted by Medical Foundation, a health research agency, showed that the incidence of drinking in the past 25 years had increased from 10 per cent of men and 61 per cent of women students to 95 per cent of men and 81 per cent of women. The survey also found that the incidence of drinking in the past 25 years had increased from 10 per cent of men and 61 per cent of women students to 95 per cent of men and 81 per cent of women.

Post-Bakke plans

The University of California is planning a big change in its minority participation in education, under a new framework the state has established. It is a fairly good decision on the celebrated case. Groups who submitted on both sides of the case will be invited to a panel.

Integration move

The Department of Health, Education and Welfare has accepted a revised proposal for the integration of the state of Georgia to a higher education system. An integration plan was rejected by the Board of Education, which said the plan was not in line with the state's policy of integration.

Charges brought against medics with forged credentials

The Athens Director of Public Prosecutions has instituted proceedings against three medical students of Athens University after the Italian university certificates they had used to get admitted to the university.

The university authorities are now trying to establish how widespread the practice is. Suspicions have been growing since last year because of the unusually high marks produced by Greek students seeking transfer from Italian universities, particularly those joining the medical department and the school of dentistry.

The university has sent suspicious certificates to the appropriate Italian universities for reconfirmation. The first profiles produced by the University of Pavia and one from Rome University.

## Italy

## New minister inherits tug-of-war reform bill

from Uli Schmetzer

Rome

Signor Mario Pedini, a former lecturer in political economy at Parma University, took over the Italian Education portfolio this week in the cabinet reshuffle preceding Prime Minister Giulio Andreotti's fourth government.

His appointment immediately found a favourable response in academic circles where the former leader of the Italian teachers' union was seen as a man with considerable personal experience in educational problems.

Signor Pedini, 39, who was Minister of Culture and Environment during the last government, takes over from Signor Franco Maria Malfatti, 51, who has been given the finance portfolio.

The new minister inherits an unenviable task from his predecessor. He must attempt to push through parliament an education reform bill that has hung in limbo for 10 years and affects 13 million schoolchildren and over one million students.

The extensive bill for years the subject of a bitter political and academic tug-of-war—includes long overdue reforms like the standardisation of the secondary school system to ensure university entry qualifications.

At university level the bill includes the introduction of a British-style department system to replace the one chair faculty, and the creation of a two-year diploma

As under-secretary at the foreign ministry for six years he was a strong advocate of cultural interchanges and headed Italy's development aid programme to Third World countries.

BOMBAY

Since it took office following its election in June, the Marxist Left Front government of West Bengal (of which Calcutta is the capital) has set about making major changes in the way education is managed.

After it came to power, the Front, which is dominated by the Communist Party of India (Marxist), dissolved the State Board of Secondary Education and appointed a Marxist administrator who was Education Minister in the sixties when the CPM was part of a coalition government.

The most controversial measure of the Front government has been the winding up of the statutory bodies of four of the six universities in and around Calcutta—Calcutta University itself and Bardhaman, Kalyani and North Bengal. The superseded bodies include the Senate, the Syndicate, the Academic Council and the various Boards of Studies.

Until fresh elections to them are held—possibly within a year—their functions will be carried out by separate councils comprising officials and teachers' representatives. The Chancellor (who is always the

## Greece

## Charges brought against medics with forged credentials

from Mario Modiano

ATHENS

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## South Africa

## Up to 80 pc of whites fail in first year

from Martin Feinstein

CAPE TOWN

An alarming report released by the Committee of University Principals says that while universities in South Africa have an average first-year failure rate of 30 per cent, in some cases as high as 80 per cent.

The report—part of a study commissioned by the CUP in response to criticism of universities for the high failure rate—shows that student failures—will be the starting point for a national symposium on the transition from school to university, planned for July.

Based on a questionnaire directed at a national sample of first-year students, the report has provided university administration, keen to remedy the situation, with a comprehensive working profile of the individual failures. Each failure costs the Government about Rind 7,500.

It concludes that there is very little difference between the social background of successful and unsuccessful students, but it singles out the confused relationship between the students and the university as the main cause of failure.

But, most importantly, the report says that students are simply not working hard enough. The average number of study hours a week for those who passed, it describes both figures as "considerably lower than the 40 hours or more of regular work one might expect". Most students said they only worked "sporadically or as the need arose".

The report also indicates the failure of student counselling services. It says that most students are ill-informed and, so, ill-prepared for the university workload despite the existence of extensive counselling services.

Only 6 per cent of students said they consulted student advisers at university, a figure described as "miniscule" by CUP chairman and vice-chancellor of Rhodes University, Dr Derek Henderson.

He said: "It is an important factor in the failure of students to complete their university studies. It is a student's responsibility to seek advice, and every school has a careers adviser. But it seems either that this is not known, or students are simply not using it."

A depressing picture of student-lecturer relations emerged from the study. Respondents said many lecturers failed to place their students in perspective or make their courses academically stimulating. Also, 30 per cent of unsuccessful students rated personal attention by lecturers as inadequate or nonexistent.

The report failed to find significant links between social background and academic performance. Both family and school play a minimal role, but, at university itself, an alarming 20 per cent of students attributed their failure to severe emotional strain.

## New university for border area

The Italian cabinet has agreed to a new university in the North-eastern city of Udine and the expansion of the University of Trieste in an attempt to stimulate higher education along the Yugoslav-Italian border.

Financed by funds from the Osimo Treaty signed 12 months ago to promote economic activity along the disputed border—the university will begin with five faculties at the start of the next academic year in November.

Udine will be the first Italian university to have a special departmental system envisaged under the long-overdue Italian university reform bill.

The five departments are: languages and literature, with emphasis on Eastern European; engineering, with special courses in civil, industrial and terrain engineering; mathematical sciences, with a special course in research sciences; agriculture, with three courses in agrarian science, nursery applications, and animal husbandry; law, philosophy, with a special course in archeology.

## Republic of Ireland

## Fees increases likely to combat cash crisis

from Paul McGill

DUBLIN

A dispute is brewing in the Republic of Ireland over the financing of higher education, but it is not clear who the contestants will be. College authorities will decide in the next few weeks whether to demand more money from the Government or to levy it from students in the form of higher fees.

In the universities, fees have already been pushed up a lot in the last few years. The average fee of students who receive grants (about a quarter of the total) has risen from £119 in 1973-4 to more than £193 in 1976-7—an increase of 62.3 per cent. In the current academic year many 17th students are paying more than £250 for tuition and some foreign students are being charged sums in excess of £400.

The argument against further increases is strong. The majority of students receive no grant and pay their fees out of their own or their parents' pockets. Not only would higher fees cause hardship to existing students, it would also probably cut the proportion of working class children in higher education.

Already that proportion is extremely low. Recent surveys of the intakes to Trinity College, Dublin, and University College, Dublin, show that between 11 and 16 per cent are working class. Although this category comprises 45 per cent of the population. By contrast, between a half and three-quarters of the students are upper middle-class compared with only 14 per cent of the population at large.

At a time when living expenses in the university towns are high, further rises would be a complete freeze on fee levels. This would still leave a deficit; so a worsening of the staff student ratio in universities is a strong possibility. Alternatively, the colleges may carry on in the hope of setting a supplementary estimate later in the year.

College authorities will almost certainly decide which way to jump on a pragmatic basis. Most would welcome more money, whether from the Government or from students. It has not gone unnoticed that most will decide on fees increases during the Easter vacation and boards may well be influenced by the fact that students are quiet in the third term when examinations come round.

A practical objection to higher fees is that they have been opposed by the Irish Federation of University Teachers (IFUT) and the Union of Students in Ireland (USI).

## Holland

## Academics face time clock control of working hours

from John Richardson

ROTTERDAM

Dutch academics face a future of clocking in to work with cash penalties related to time absent from the university.

The University of Amsterdam's governing body has proposed that all 6,000 staff, from the most senior professor to the newest typist, must be present in the university buildings from 8.30 am to 5.15 pm each weekday. This will apply from May 1 with a time clock or a signing in list being used.

This move to end what is seen as time abuse—but thought by Dr John Loose, of the university's board of governors, to apply to only 10 per cent of the academics—came from Dr Ger Klein, the former Socialist state secretary for higher education.

"Dr Klein had joked at a Socialist party congress that, in his capacity for aerial surveys, he had asked all university staff present to immediately return to their offices the number there would have been halved. He described this as an abuse of privilege."

The Ministry sent a proposal to universities that academic work should be done on the premises unless permission to work elsewhere has been obtained from the governing body.

Most universities have replied and the Ministry now wants further talks with the staff unions before making a final decision. It is absent that the freedom to be absent

without permission will end—it is only the form of control which has to be fixed.

There is strong opposition in academic circles to the proposed measures. At the University of Amsterdam a protest group led by Professor of Sociology G. Goudsblom, admits that something must be done about academic staff sometimes having two national full-time jobs, and seen by the public and Parliament to be an elite group above the law, earning too much and doing too little.

But he argues that these faults are not the result of freedom to work at home and to travel abroad at will. He says fixed office hours which are totally unsuited to academic work patterns will clearly lead to a drop in standards of scholarship and teaching.

It is a sad reflection on the lack of communication between academics that at the International Institute for Aerial Survey and Earth Sciences based in Holland such a work system already operates. There is a minimum compulsory eight-hour working day for all staff; they have to sign in, and to be present in the core period between 8 am and 4 pm on a weekday unless permission has been granted by the board.

The postgraduate institute is the largest and oldest of the degree awarding centres for mainly foreign students. It was established after the Second World War, and has a very close link with universities of Delft and Wageningen.

150







## Ruskin now sends working men as leading lights to university

The American founders of Ruskin College, Oxford, were inspired by the ideal of educating the working man and then sending him back into his own environment to become a leading light.

Yet today, nearly 80 years after the famous adult education college's foundation, at least two thirds of its students go straight on to university and a handful secure places at that most elitist of institutions, Oxford.

While the college's role has changed, both the staff and students insist most vehemently that Ruskin has not become a "prep school for university". Mr Billy Hughes, its principal since 1950, claims that "a student's motivation for coming here is often that he is fed up with being where he is and with what he is doing".

He maintains that the chance of a university place does not often motivate Ruskin students initially. Unqualified students are favoured and indeed, applicants with two A levels—and deemed to be university material—stand a just chance of being offered a place at this "second chance" institution.

Ruskin gets 400 and 500 applications a year for its 100 places. Applicants are asked to send an essay on the theme of "adult education" rather than a traditional expression. Active involvement with a trades union gets an applicant a plus mark and from the original batch of formal applications about half are invited for interview.

The college is split between two sites. The first in the city and the other three miles away at Headington in a country house now named Ruskin Hall. New arrivals spend their first year here. And it was here that the Prime Minister launched his Great Debate which omitted to call for a national forum on continuing education.

Ruskin offers two-year courses ranging from the popular diploma in labour studies and the diploma in social studies to similar programmes in development studies and literature. Running alongside the social studies course is the

Oxford University special diploma in social studies, a course which maintains Ruskin's links with the city's university. Four-week advanced studies union study courses have also been introduced on a regular basis.

The drop-out rate is small and according to Mr Hughes it is only "very occasionally" that students are forced to leave the college for personal reasons. Many of a problem is the personal difficulties that beset students who support themselves from family, work and surroundings for two years to enter Ruskin's "hot house" environment.

Among the students the "marriage break-up" rate is above the national average, a situation often caused by events leading up to a student's application as much as by Ruskin itself. But both staff and students agree that while a residential institution has its advantages the strain imposed on family life is often intolerable.

Financial problems too take their toll. Students are now eligible for adult education state bursaries—introduced by the Department of Education and Science when Mr Gerry Fowler was Minister of State for Higher Education—which match the full-time students' fees scale, maintenance and normal dependants' allowances.

Trades union and other scholarships awards, normally up to £215 a year, augment some students' incomes. Despite these, most students take a substantial drop in income when they join the college—a situation facing their contemporaries at the other residential adult education college in Britain.

Student participation is a key element at Ruskin. There is, says Mr Hughes, a "very vigorous students' union" and a joint committee "on almost everything".

The committee system was born out of strong student unrest in 1968—deflected by one staff member as Ruskin's reputation and now every Friday afternoon is devoted to joint meetings between staff and students. Academic matters are dealt with through special boards of studies

which involve all staff and students and have a brief "to consider teaching plans for their respective courses".

Last academic year a special joint working party was set up to consider the college's assessment methods which vary widely from course to course. Currently, some students are calling for a full return to invigilated three-hour time tests—a reversal of demands made by previous student bodies. But other methods including continuous assessment and 48-hour exercises are used.

Tuition is based firmly on the tutorial system and with nearly 20 members of staff the lecturer-student ratio is particularly healthy. Mr Victor Tredwell, a vice principal of Ruskin, joined the college in 1963. He maintains its students are "naturally highly motivated" to have made the move from their old environment.

"A very small number come to us with bad grammar and spelling but once they get into the habit of reading then you can see them change. They come to us green academically but most of the time produced in the second year are of a very high standard," he said.

Mr Brian Spittles is tutor in English and communication studies at Ruskin. He left school at 15 and 12 years later after a series of jobs—some I cannot even remember—he joined the college as a student.

He went on to Bristol University and then taught before returning to Ruskin three years ago. "When I left Ruskin I felt I owed the college a debt which I am now paying," he says.

Some of the students arriving at Ruskin have had post-school experience of education through trades union courses and even the Open University. Mr Spittles is concerned that those who have not had that experience—about 10 or 15 per cent—who have problems "getting into studying" for the first time.

It is a fairly closed community, according to Mr Harold Pollins, vice principal of the college. "The students' backgrounds are inevitably similar because of the need to attract those who have had a limited



Ruskin Hall, the country house at Headington, which is the home of first year students and the site where Mr James Callaghan, the Prime Minister, launched the Great Debate.

education and those with trades union interests.

"We had one Tory student here once but then she married a Communist so it didn't matter after all," claims Mr Pollins with a touch of irony. Like other Ruskin staff he is only mildly surprised at the high rate of students opting for university.

"A lot of people come here to get away from the job but to go back. Some do arrive with the ambition of becoming full time union officials and go back into that environment rather than going on to university."

But, inevitably perhaps, a university degree becomes more and more attractive to Ruskin students as they progress through the two years. Colin Whitman is a first year student and president of the Ruskin students' union. He worked for Dunlop in Manchester and "only stuck it for five years because I was a ship steward".

He wants to go to university, but meanwhile would like to win Ruskin's right to participate in areas where the college government where they are not confined. The union also aims to increase the number of women students at

Ruskin—a problem that will not be solved easily because of the rate of female applicants.

There are only six flats for families at Ruskin so the majority of students are separated from their families.

It is the academic role of the college, "We are not a training school for the trades union but a Labour college but of the education system," he says.

"The Left-wing of the student union want us to be Marxist but we want Marx to fit in with the rest of the curriculum. We must do a proper education, job and not preach propaganda."

So for Mr Hughes, who is next year the college's role is at issue. "That was settled in 1968 when I took over as headmaster. I formed the 'socialist' Central College in Oxford after an ideological dispute at Ruskin. It was all decided then."

Sue Mc

## BRIEFING

Policy studies institutes, by Peter David

## Will the Whitehall mandarins open their ears?

They sipped white wine and nibbled cucumber sandwiches at Eaton Square last week to celebrate the opening of a new Policy Studies Institute designed to bear on government decision-making.

But behind the gaiety of last week's launch lies a muddy tale of academic intrigue that for two years has clouded the social science research world. And ahead of it lies a storm of doubts about whether the birth of the new institute has, paradoxically, put paid to an imaginative attempt to forge real links between government and the universities.

That attempt had its origins in parallel lines of thought developed last year at the London School of Economics and within the inner sanctums of the Social Science Research Council. At the LSE Professor Ralf Dahrendorf was evolving a scathing critique of the British way of policy research, which, it was felt, was unsystematic and had little impact on the politicians and civil servants who made decisions.

At the SSRC Mr Derek Robinson, its chairman, also believed that a fundamental shake-up in applied social research was becoming increasingly necessary. The universities, he argued, were simply not doing the work which could inform a rational process of government policy-making. Where they were the results were being disseminated in the sort of way which could influence Whitehall thinking.

Hence the "British Brookings", Washington's Brookings Institution, with its powerful research and appraisal functions, and its almost symbiotic relationship with American government seemed to many advocates of British policy studies a model of what was required on this side of the Atlantic to energize research and open up government decision-making.

Under Derek Robinson the SSRC began to explore the possibilities of a Brookings transplant. The council was faced with three broad options. First, it could stimulate policy studies in existing universities and institute by making more research grants available and waiting for applications. Second, it could strengthen or unite the scatter of policy studies institutes already in existence, possibly linking them with the new Brookings. Third, it could set up an entirely new institution.

It decided on a new institution. In July last year the council agreed to establish a new body, designed to examine much again could be done up from other sources, and so long as the institute could attract staff of the right calibre. Shortly after, it was announced that the Ford Foundation would support the idea and stump up £1m—again

provided that substantial sums could be raised privately in England. The British Brookings handwagon was on the road.

But it was a rocky road, beset with ambushes. Clustered against the British Brookings idea were at least three groups. First of all, many academics were sceptical, and alarmed by the whole concept of policy studies. To some social scientists and economists, the phrase was a hollow slogan.

A second source of potential hostility—and perhaps the most potent—was the Civil Service. The idea of a British Brookings was based at heart on a belief in open government inimical to the discreet traditions of Whitehall. A powerful British policy studies institute could be a source of alternative statistical data and policy evaluation that would threaten the civil service monopoly and enfeeble the power of departments *vis-à-vis* ministers.

The third group of opponents, as could be expected, was within the existing policy studies establishment. Besides a considerable amount of work in places like the LSE, Strathclyde and Brunel, there were also four independent London-based policy research institutes with reason to fear certain important aspects of the SSRC initiative.

The "gang of four"—the National Institute for Economic and Social Research, the Centre for Studies in Social Policy, the Royal Institute for International Affairs (Chatham House) and Political and Economic Planning—greeted the SSRC plan with less than acclamation. Clearly piqued by the council's decision to set up a separate body they also—except for Chatham House—feared that a large new institute would siphon money away from their own research. Clearly, the SSRC plan was not intended to establish two semi-autonomous research units. One, a European Centre for Studies in Democratic Politics, will be manned by half-dozen full-time researchers. The European Cultural Foundation has already promised to contribute half its annual £100,000 budget.

A second unit will be set up to study educational policy, in collaboration with Lancaster University whose vice-chancellor, Sir Charles Carter, is chairman of the PSI's research and management committee. Its first projects are expected to focus on demographic changes which would threaten the future of the school reorganisation.

More than a third of the PSI's budget—some £200,000 a year—will consist of the annual block grant from the Joseph Rowntree Memorial Trust which was used to set up the CSPP in 1972. Its director is Mr John Pinder.

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## Inside the existing four centres

Policy Studies Institute (PSI)

Forged last week by the amalgamation of the Centre for Studies in Social Policy (CSSP) and Political and Economic Planning (PEP), it claims to be the nearest thing Britain has—in size and scope—to a British Brookings. Staff from PEP and CSSP will shortly move into commercial premises in Whitehall, bringing next year's combined budget to around £500,000 and the number of full-time researchers close to 50.

A tentative programme for the first three years envisages a broad advance across the range of social, political and economic policy research—only macro-economic model-based studies are excluded.

But it is also intended to establish two semi-autonomous research units. One, a European Centre for Studies in Democratic Politics, will be manned by half-dozen full-time researchers. The European Cultural Foundation has already promised to contribute half its annual £100,000 budget.

Conceived in the corridors of the Paris peace conference in 1919 and established "a year" later in the former "Exhibition" building of William Pitt, it has since backed in world-wide education as the centre of a distinctive style of foreign policy analysis, pioneered in the 1920s by Arnold Toynbee. In the 1950s the institute published a famous series of studies on the Middle East.

Its relationship with the Foreign Office has always been close, and during the War the Chatham House

National Institute for Economic and Social Research (NIESR)

Its reputation is based solidly on its economic forecasts of the British economy—outside the Treasury, its only close rival is the London Graduate Business School. About a score of the research staff work on forecasting and associated projects—feeding detailed analysis and comment into the acclaimed quarterly *Economic Review*.

Mr David Worswick, the director, is widely regarded as one of the high priests of Keynesian economics, which has caused some friction with the increasingly monetarist Treasury. Nevertheless, relations with Whitehall are good.

The institute was set up just before the Second World War and registered as an educational charity. It values its independence highly, and has become alarmed by significant changes in recent years in the sources of its annual £500,000 budget. The government's stake has now grown to 80 per cent.

Royal Institute for International Affairs (Chatham House)

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resources were put at the disposal of Whitehall.

Civil servants are also drawn into its work by sitting on advisory groups monitoring research projects. Although it has a staff of nearly 90, the administrative tail is unusually big, and there are only some 15 full-time researchers. Other staff maintain a unique press cuttings library and a specialist collection of 140,000 books on international affairs.

Mr David Wutt, the director, is a former *Financial Times* journalist, and two journals are published regularly: *International Affairs* is academic and *Insight*; *World Today* is a topical review.

Centre for Economic Studies (CES)

Created from Ford Foundation funds a decade ago, has never really been a part of the "gang of four". Heavily financed by the Government, which provides some 80 per cent of its annual £730,000 budget, it focuses itself chiefly on monitoring policy in local government areas like housing, planning and education.

Typical projects include an international review of the private rented sector, evaluation of housing action areas, studies of local economic planning.

The CES attracts great importance to its newly launched *Review*. With 15 researchers attached to the staff, the biennial journal carries out original research into medium-range questions of local government policy, trying to achieve at local government level what the NIESR Economic Review does nationally.

In the burgeoning community of American policy analysts. Despite official disclaimers of partisan commitments—and it is undoubtedly true that there are Republicans among the senior fellows and all studies are scrupulously fair—the institution rests by and large on a Democratic view of the functions of government. It is to the left of the American Enterprise Institute and to the right of the Urban Institute or the Institute for Policy Studies. Its statistical studies are recognized as neutral, and excellent, by both sides of the aisle.

As with all policy analysis, answering the question whether its work has influenced United States government policy is difficult. In welfare policy or social security it is not immediately apparent that all the studies it made available have actually influenced policy, as determined by the White House and Congress. But the Brookings charter emphasizes "public understanding", too, and the institution has certainly been a force for enlightenment even in the murky waters of welfare reform.

David Walker

## The fifth-rate lord with a first-rate role as Labour's Mr Fix-it

Were Lord McCarthy not so evidently at home in the corridors of the House of Lords you might think his natural habitat was Transport House. If he ever wrote his autobiography, he says, he would call it "Both Sides of the Bridge". The bridge is Mugden Road in Oxford, where he is at Nuffield, and the two sides are Cawley and the university.

In some ancient university towns like Cambridge the university dominates the town. In Oxford, the two just ignore each other. They don't understand each other, and they don't care. Only a few of us have the privilege of living on both sides.

The man who devised the formula to settle the firemen's pay dispute and who is currently sorting out the wrangle between the railway unions, has made a career out of seeing the other man's point of view. It is not the same thing as suffering fools gladly. A pragmatic academic with a sharp eye for humbug, he is brisk, practical and very busy.

Bill McCarthy, who is 52, has all the credentials for his role as the Labour Party's Mr Fix-it. He grew up in London where his father was a shipping clerk and left his elementary school at 14. He had a number of jobs as a shop assistant, and packing books for a publisher. In 1916 he went into the army. His father, a Labour activist, sent him *Tribune* every week. He decided to join the Labour Party and his lifelong devotion to its interests began.

It was probably the most important result of his army years which he considered a complete waste of time. "One thing I did learn was that institutions and organizations are always inefficient and have enormous pretensions about how they work. To the little fellows at the bottom it looks completely different. They don't know what's happening. Someone had just asked him who he had seen Churchill's war room. He hadn't and didn't record

to. He does not believe in war rooms. "How did Churchill know what was happening?" The idea that the people in the top are in charge is a bit foolish, he says. His army experiences mean that when he holds an inquiry he treats everyone, including the employers, with suspicion.

The event which transformed his life came in 1935 when he went to Ruskin College. "I was a young people in the Labour Party then and Ruskin they can't believe such a place exists. Then it's like, doing a go but you don't expect to get in. Lord McCarthy says he owes everything to Ruskin and Oxford. "I sometimes say I have never worked since." From Ruskin he went on to Merton where he got a first in PPE.

He believes he is still more an academic than a politician despite his growing involvement in the affairs of government. "I think the only thing I consider real work is sitting at my typewriter writing something to be published which will be read by academics." There is a real correlation between the amount of real work he is doing and how easy he finds it to live with. "I write for an audience of about 20 or 30 people," Hugh Clegg is in charge of it.

He has three projects under way at the moment: one on strike statistics since 1945, one on incomes training, and one on management change in the organization of his subject which took place at the beginning of the 1970s. "We stopped writing things by our own unsaid efforts and took on young men. We are now in charge of them and we are writing up their stuff. I am not sure whether it is right."

His entry into Whitehall came through Hugh Clegg who suggested him as research director of the Donnan Commission in the unions. After that he joined Barbara Castle's



Lord McCarthy of Headington.

department of employment just in time to write *In Place of Strife*. It could have been an inauspicious beginning but, characteristically, Bill McCarthy got it right. The only bit of the document included against his will was the penal clauses which the unions rejected. "I didn't think they were immoral. I thought they would not work." Considered what the document wanted to do, he thought the document a reasonable compromise.

Under the Conservative Government he turned down Heath's offer of a job on the Commission on Industrial Relations for pragmatic but not ideological reasons. The TUC was backing out of the commission at the time. He feels differently about Conservative schemes which have the support of both sides of the industry. "Now you do the jobs which you feel you can do."

The return of the Labour Government brought him more work and a peerage. "I'd have qualms about accepting Harold Wilson's offer? No. I've always taken the view that the only decoration anyone can give you where

there is something to do. All the other decorations are pure nonsense." Apart from that, the party had asked him to do it and he has always tried to do what the party asked.

Not that he has an elevated view of the way the present House of Lords is organized. It is one of the many things in the world which makes him "dull". "I think it is undemocratic in order to do an underpaid job for the Labour Party you have to be tied into a fifth-rate lord." The other four ranks are the dukes of royal blood, the hereditary barons, the lords, and the lords.

He believes a radical party needs a second chamber because the lower chamber cannot come up with the volume of work needed for legislation and to control the Civil Service. Until a better system is invented he is happy to work with the present one.

It is possible for a lord—even a working-class lord—to keep the trust of the unions and the links with his background? He believes no illusions. He says it is very important not to distance yourself from your background and to have an ordinary people as your friends. It would be arrogant of him to judge how successful he is. He may go up to group of railwaymen and say about him when he leaves.

He describes himself as the last of the Bevanites. "Bevan was a left-wing socialist in the sense that he believed in public ownership but he believed you had to get power. He also believed you had to get to temper what he would like to do what he thought the electorate could like." Lord McCarthy, a member of the working class who has three who are under-privileged in the working class. The problem with many people in the Labour party, he says, is that they feel they have to believe the working class is socialist.

He is too realistic to believe any such thing. He has never believed

in a socialist utopia. "There are ways in which society is getting better and ways in which it is getting worse. What we have to do is make the ways in which it is getting better outnumber the ways in which it is getting worse."

He has always believed in incomes policy. He says the Marxist view that capitalism had solved the problem of production and we only need to solve the problem of distribution is rubbish. It takes an account of the problem of scarcity of both welfare services and of summer goods. Most of the articles against incomes policies are directed against particular policies and he believes all those since 1964 have been so badly designed that they have often been counter-productive. They have made the mistake of trying to base incomes policy on the pay.

His activities in the Lords pay about one day a week, though he would spend more time there if he believed in the government. He is being discussed. His role as an intermediary is an increasingly demanding one. It offers him intellectual satisfaction of solving riddles and the aesthetic satisfaction which he imagines more comes from doing crossword puzzles some times he even feels lonely, a real sensation in academic life.

Being an academic helps and hinders him. It helps with complicated problems but it means that he always wants to give reasons for his decisions, a step which professional arbitrators are reluctant to take. He still develops strong likes and dislikes of the people appearing before him. The secret of solving arbitration, he says, is in persuading people that your decision is in their interests.

Besides the railway inquiry he is investigating Electrolux for Equal Opportunities Commission and has been appointed to the review body which sorts out the recognition disputes—a busy job for a fifth-rate lord.

Judith Judd

## What the real Brookings has that they would all like

Brookings in the early 1970s was Ms Alice Rivlin, an economist and former assistant secretary at the Department of Health, Education and Welfare. In 1975 she left the institution to found the Congressional Budget Office—a pioneering attempt to give Congress its own evaluations of trends in government spending. With her she took a group from the Brookings pool of economists and statisticians.

What these two examples demonstrate is that Brookings cannot be abstracted from the particular way in which government jobs are apportioned in Washington. It would be wrong too, to see it as a building, a series of seminars, a number of highly influential publications. First and foremost, it is a network of people, many of them schooled in the Kennedy and Johnson years of Democratic triumph. Brookings has a perennia of associates, many of them not even in Washington. Legally, it is a non-profit advisory body with a core endowment guarded by a board of

eminent trustees, among them Professor Daniel Bell of Harvard. Most of its projects are financed by specific grants from Carnegie, Ford or the National Endowment for Democracy. A matter of policy is the institution's dependence on Federal and local government. The NSF, it is kept low.

Historically, Brookings resulted from the merger in 1947 of three Washington foundations devoted to improving the conduct of Federal and local government. One, the Robert Brookings Graduate School of Economics and Government, awarded advanced degrees. Since the late 1930s the institution has provided any pedagogical entanglements. One of its components, the Institute for Government Research, has had an interest in the budget since the First World War. To that have been added studies of the machinery of Federal Government, foreign and defence policy, social security, and welfare, and the tax system.

So, Brookings has an important place





In this final article on the Darwin College Colloquium on "Professors and Professionals" the principal themes are science, technology and architecture. Among a group of eminent academics and professionals invited to lead the discussions Mr Alex Gordon, past President of the Royal Institute of British Architects, introduced that on his own profession. The report on that section is given below and at right is the discussion concerning science and technology

## Problems of drift from the practical

Mr Alex Gordon, speaking of architecture as a discipline, said there is a basic distinction between the "old" professions such as the Church, law and medicine, whose association with the universities is long established, and the "new" professions such as architecture, whose association is more recent.

According to Lord Butler, during the nineteenth century, university education... was a means of acquiring wisdom and satisfying curiosity, but it was not an instrument for the resolution of social ideas. In these terms, there was clearly no place for a practical art such as architecture in the older universities.

The Royal Institute of British Architects established a voluntary examination for association in 1882. Towards the end of the nineteenth century schools of architecture were becoming established in universities and shortly afterwards some sought to have their examinations recognized by the Institute. The first was Liverpool University whose students were exempted from the Institute's intermediate examination in 1902.

In 1910 RIBA established its board of architectural education and in 1924 set up a visiting board to recognize courses and regulate standards. Both boards now incorporate professors and professionals and courses are closely related to the demands of practice, although universities have no specific obligation to do this. RIBA, to its credit, has never attempted to use its visiting board to establish a curriculum, but always tried to keep the needs of society in mind.

An important step in the development of the profession came in 1931 when the Architects Registration Act required qualification by examination for all holders of the title "architect". This formalized a division of architectural education between full-time university courses and traditional pupilage training for part-time preparation for the RIBA examinations.

As late as 1957 a roughly equal proportion of architects was being trained by each method. In 1958 the Oxford conference on architectural education resolved to raise standards in the profession by requiring two A levels for entry, and by seeking to confine courses to the universities or institutions of comparable level.

It also urged the founding of postgraduate courses and the development of research in the architecture. The effect of these decisions has been to raise the academic standing of both courses and the profession.

Unlike medicine or law, no professional qualification is required to build. The process by which architects distinguished themselves in terms of social status from builders can be traced to pressure for a closed profession in the nineteenth century. Basic qualifications were stipulated and attempts made to assure minimum standards of competence and integrity.

The delicate process of changing from a universal pupilage system (with its advantages to the masters) to a system of full-time, formal education was accelerated by the first International Congress on Architectural Education held in London in 1924. It was clear that such a change would further enhance the status of the profession and accentuate the difference between architect and builder. The congress led to the general adoption of the studio system of teaching, following models presented by the French and American delegations. This was hailed as a compromise between academic and practical demands.

Although the studio remains at the centre of all architectural courses, it is difficult to run successfully because design is essentially the solution of particular problems, and great skill is required to draw designs to the content of technical lecture courses. It has long been a danger that the architect will become a designer ignorant of both principle and practice.

Since the 1958 conference, which emphasized the academic side of architectural education, the schools have been tempted to teach aspects of the subject which should properly be learned in practice. For their part, the architecture practices have had some unrealistic expectations of the skills which graduate students should have. It is also clear that in most cases, architects are unable to make use of the skills which they have learned.

To establish a balance between academic education and architectural training the present system of five years in university, plus a period of office experience before the professional practice examination, should be replaced by an arrangement in which students spend only three years in university, followed by three years of training in an office on the pupilage pattern.

This would benefit the profession and the schools. For the former, by giving it a more fundamental role in training, thus ensuring competence in the basic skills of architecture. For the latter, by allowing them to concentrate on their own research. The importance of research is an aspect of architectural education which has tended to be ignored in debates about the profession.

Members of the colloquium debated who might be responsible for the education of architects. The education of architects was the responsibility of the profession, the public or the state. The question was not whether the profession should decide what was needed, but whether it should decide what was to be taught.

The first contributor objected to the RIBA's characterization of the profession as a custodian of the public interest. The existence of such a professional body could, in fact,

serve to suppress salient social interests, giving prominence to esthetic and technical matters, while reducing students to the very passive recipients of a prescribed education.

In such circumstances innovation would be stifled and conservatism would prevail. There was some discussion of whether "social interests" could not adequately be articulated by the architect's clients. Dr Bullock said professional associations had to guarantee expertise to clients. Mr Gordon pointed out that employing an architect leads indirectly to a product, which makes the fiduciary aspect of relationships with a client very important. The development of RIBA was a logical consequence of this, representing the development of better services to the community.

One member drew attention to the tendency of speakers to dwell on the division of curricula between the professions and the professionals. Education was simply a cover for a closed shop; since the mid-nineteenth century, education has been used as the means to a "closed" profession, which is a "free" profession was universally teaching (although the PhD poses a threat) and there is no confining of ethics to inhibit mutual criticism.

This view was challenged by architects who denied that they were either closed or uncritical as a profession. Organized as a profession, architects could be sued for malpractice, whereas academics were unlikely to face the consequences of their actions in this way.

It was agreed that education and the professional bond with the unit of architects, but this was seen as inevitable and a proper development. Relationships with clients had become very complex. The tension between elitism and university education was perhaps a cause for concern, but only such features of the current overproduction of graduates could be seen as a danger to the profession.

On the subject of what constituted a proper education for architects, Dr Dean Hawkes, who chaired the session, pointed out that there was a risk of important technical aspects of training becoming neglected in the fashionable concern for "social responsibility". Was there a danger in entrusting such responsibility to architects who could hardly represent public interests very comprehensively?

Another contributor doubted that an architect could be taught to discriminate between the proper and improper applications of his professional skills. The architect's relationship with the client was comparable to that of the barrister, in that it was the duty of neither to usurp the functions of other social institutions in adjudicating "social interests".

Mr Gordon responded that many points of technical detail in architecture were largely regulated, but it would be difficult to specify formally why, for example, a 15-storey block of flats in a South African city might be an unacceptable concentration for an architect. He suggested that RIBA could exert more beneficial long-term control over such matters than Parliament (which was inevitably concerned with short-term exponents).

Some architects felt that RIBA's misrepresentation of the profession, as a body of architects, was primarily concerned to promote the development of individual architects, rather than the public which constituted their clientele. In building the role of the designer could be overrated, particularly in a country such as the United States.

Concluding, Mr Gordon lamented that the RIBA's suggestions for a new architectural education had received little attention from the colloquium. He pointed out that the virtues and



## Should we follow

In its consideration of particular professions, the colloquium had heard that the education of doctors was much better adjusted to professional needs than was the case with architects and lawyers. It might be reasonable to suppose that the discontinuity between the teaching of science and technology and the subsequent careers of graduates in these subjects, since the range of wider than the case with law, medicine or architecture.

However, addressing the fifth session of the colloquium, Professor Sir Sam Edwards was in no mood to excuse this discontinuity. He lamented the lack of serious consideration which had been given, inside and outside the universities, to the supply of suitably-qualified scientists, technologists and engineers for British industry.

He defined professional groups in terms of three groupings of highly-skilled people: ● Doctors, dentists, vets, lawyers, pharmacists and some civil engineers, whose skills are sufficiently important and established to require state authorization and control over rights to practice.

● Skilled occupations with their own associations which might wish to monopolize practice but which are not authorized and regulated by the state. Among this group, associations of lower-skilled workers are often older and more influential than may be supposed; and

● Skilled people who need no institutional protection—often those highly qualified in scientific and technological subjects, such as biologists, mathematicians in the computer industry, physicists in the electronics industry and chemists in the pharmaceutical industry.

The relationship of these groupings to the universities in England has a distinctive history. Oxford and Cambridge have produced a very high proportion of graduates in the sciences until the late nineteenth century, when established in the provinces were duly recognized. Eventually, Oxford fell into line forming faculties like those which had been established in the vocational universities. It is paradoxical that Britain was promoting technical universities in India long before it was doing so at home.

It is possible to identify four broad categories of student in the fields of science and technology. These are: ● prospective teachers; ● work in associated industries; and ● those who follow their inherent interest.

Researchers are not well served in certain universities, and there is little inter-university collaboration and no real research. The teachers work in associated industries; and those who follow their inherent interest. The teachers work in associated industries; and those who follow their inherent interest.

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Their training is a fraught issue, they are traditionally supposed to have three years at university followed by a period of "clinical" work (using the medical analogy) in industry, qualifying in five or six years. There is much argument about whether more, or a vital role in reinforcing both aspects of knowledge, perhaps by refreshing the objective, scientific education of engineers regularly during the course of their careers.

Most engineers are not, in being trained in industry or elsewhere. Even so there is a reluctance to think of more than the years in university as a proper education. The engineers take a university degree, then a qualification from a professional body; yet as this would require an authorization and control in effect, mean that the universities would confer professional qualification as is now the case with doctors.

Considering prospects at the bridge, Sir Sam noted a reluctance to teach at the postgraduate level, a tendency which is reflected in the relatively low postgraduate numbers. It seemed to him that the university, in which full-time study for a technical training fell of the universities. It is doubtful if well Cambridge could accommodate the increased number of postgraduates, as the new clinical medical students have discovered. The college system is not well suited to professionally oriented postgraduate courses involving long periods of campus.

On the subject of science graduates in industry, Sir Sam said that chemists enjoyed a very good rapport with the relatively prosperous chemical industry. This was less true of physics where, for example, students of high-energy physics might have to find jobs in the electronics or computer industries. Mathematics teaching bore an even more tenuous relationship to subsequent occupations, although mathematics readily gained employment. Biologists and chemists, despite their numbers, fared surprisingly well.

It was widely stated by Indian nationalists that engineering teaching related purely to industry; that point evoked discussion of why more students were not absorbed into engineering industries, and whether this was a matter of over-supply or small demand.

Problems in engineering became the central theme of discussion, with the pattern of education, the nature of the profession and the difficulties of British industry. Sir Sam felt that the higher salaries and status of German engineers was a function of the greater productivity of industry there, but it was notable that the German had invested in sophisticated and apparently successful graduate schools, geared to industrial needs. The proliferation of bureaucratic tasks faced by British industry drew a large proportion of graduates into administrative work, while the Germans were engaged practically in the work for which they had been trained.

The association of engineering with practice rather than theory raised some heated debate about the social status of engineers. One member drew attention to the objective

and operational meanings of knowledge, suggesting that technology had become too much associated with the latter, and science with the former. Universities could play a vital role in reinforcing both aspects of knowledge, perhaps by refreshing the objective, scientific education of engineers regularly during the course of their careers.

Sir Sam agreed that the sharp distinction often made between science and technology was a false one—as was evident in the ostensibly unlikely realm of agricultural development.

A suggestion that engineers could be somewhat paranoic about their name evoked a lively response from engineers present, who pointed out that they, unlike the scientists, had the responsibility of actually "delivering the goods". The way that Britain persistently undervalued its engineers was partly responsible for current industrial and economic failure.

A contributor wondered why technical and managerial professions were given greater importance in agriculture than in other sectors. It was suggested that, from an engineering point of view, agriculture could be re-tooled with greater ease than, for example, the car industry. Other speakers argued that labour conditions in agriculture were relatively depressed, and relationships with management more compliant. Sir Sam agreed that state research in agriculture provided the small farmer with developmental opportunities which were simply not available to, say, British Leyland.

There was some comment on the strength of the technical and engineering professions, compared with others such as doctors, lawyers and architects. Sir Sam said that while the qualifications given by the engineering bodies were useful, they did not give an exclusive right to practice. If an engineer felt that his association was not serving his interest he would probably quit, and suffer little loss. The colloquium agreed that the engineers' problems rested not so much in the weakness of their own professional organization, as in agencies in the economy at large, as well as in the maladjustment of education to the demands of industry.

In the final session Sir Sam reiterated his concern that very little attention had been paid to the planning of an appropriate education for scientists and technologists. He wondered whether the universities should worry about what subjects their students chose. Numerous mathematicians are actually employed as engineers, so why employ more of them not to be trained as computer scientists to start with? It was lamentable that such issues were not even discussed.

A member felt that educational planners did discuss such issues as whether there should be a balance of university places in favour of science rather than arts subjects. The costing of the number of students required for the various broad specifications of the discipline was viewed very vaguely, perhaps because in the humanities the balance is not held to matter, and because manpower forecasting is notoriously fallible (although often criticized unfairly).

Professor Moses Finley remarked that many needs in the humanities could fairly be contrasted as still, how, then, could university places in these subjects be planned?

Mrs Joan Plaud wanted to know if it really mattered that computer engineers had been trained as mathematicians. Other speakers shared Sir Sam Edwards's view that it did; the British university system was deliberately resistant to change and it took far too long for courses to respond to new needs—for example, for probation officers. It was not good enough to argue that technologies such as computing changed too fast to plan appropriate university courses, because the need for mid-career retraining was always present.

Educational planning raised the issue of how much freedom could be allowed to students in choosing courses. It seemed neither practicable nor morally desirable to conscript students for computer courses. The opportunity which had been given to Open University students to choose very freely among combinations of subjects had produced disappointing results: a neglect of mathematics, science and technology, and a reluctance to study unusual groups of subjects. The factors which determined the student's choice seemed very vague and very randomized.

A Russian member advocated the approach taken in the Soviet Union, where a more broadly-based university training increased the range of employment opportunities available to the individual. In this way intellectual, pedagogical and political-economic problems could be solved simultaneously. Another speaker observed that the problems of course and career choice would probably be exacerbated under new EEC guidelines in which university qualifications were becoming more specific.

Discussion about whose responsibility it might be to assess wider needs and plan curriculum change inevitably returned the debate to the role of the professional associations and their apparent complicity with the universities. Could the individual student have freedom of choice from a liberal university prospectus when recruitment to the professions was in the hands of conservative, hierarchical, monopolistic bodies?

Several speakers felt that faith in the virtues and utility of any kind of education as a mental discipline was misplaced.

On the subject of university education, a member remarked that the RAF wanted to recruit graduates only, although it was probably second to none. The colloquium agreed that a new emphasis had to be found, inside or outside the universities, for practical and vocational aspects of professional training. But it felt defence, which was for so long a defence of the universities, now required more emphasis on academicism. Perhaps this could be attributed to the complex managerial, economic and political fields demanded of senior officers. However, the RAF did not aim to recruit graduates it could not compete for suitable personnel, and would be weakened as a profession.

## What can universities do?

It was evident that the colloquium tended to focus on the relationship between the professions and the universities in Britain, rather than on the more complex issue of the careers of university graduates. The various cases considered revealed some striking contrasts in terms of the adequacy, efficiency, and social desirability of the relationship between the professions and the universities. An important question which remained was what, if anything, the universities can do to change this relationship.

The number and variety of professional pressure groups is very striking. They are all interested in enhanced status and better training facilities, and thus in controlling, or influencing over, the universities. Compared with their European counterparts, the professional chartered bodies are very influential, conferring social status and the license to work. These bodies regulate qualifications and entry to the professions implies the need to control theoretical and practical aspects of training, and examinations. Their increasing dependence on the universities has not diminished their desire for control.

The chartered bodies have tried to increase the proportion of their university-educated members, and to get more out of the universities in the form of longer courses, more postgraduate and post-experience training, more research, and to some extent more suitable curriculum. Not only are the professions proliferating, but more of their members are getting full-time higher education.

Medicine is probably the profession which is most successfully integrated with the universities, largely by way of the medical schools; those governing the profession also tend to govern the medical faculties. This may lead to some conservatism and a resistance to new inputs from other disciplines.

As with most other professions, accountancy has been employed by large corporate bodies rather than as individuals, a situation which has fostered concern, particularly among young doctors, about their role in society. It is not clear what the universities might do to help, but the accountancy profession is a cause of a considerable number of the problems which trouble the profession.

Although society is becoming increasingly dependent on lawyers, their social roles are coming under critical scrutiny. RIBA is a much more modest professional organization and has deferred to the academics in consolidating its relationship with the universities. Today, more architects have more university training of a non-technical kind; this is unlikely to change what the profession is, and underemployed and exposed to public criticism on the one hand and proliferating regulations on the other. If they are concerned to help, the university departments should perhaps redirect training towards more technical subjects.

In the case of scientists and technologists it is clear the latter are more engaged in the practice of an art, and apparently because of this their status in our society has lagged behind. This should be a major cause for concern, given the decline in British industry. The very different evaluation in comparing countries of the relationship between the pure and the applied, and between science and technology, indicates that we have got our priorities wrong. If the universities have not exactly invented this problem, it is clear that they have done very little to solve it. The colloquium also felt that the relationship between universities and the professions in Britain differed greatly from other countries. Repeated references to the EEC indicated that a great deal of effort to change it was being made. The professions were better organized; as things were, there was much dissatisfaction, and a great deal of variation in the circumstances of different professions, and considerable doubt about where the initiative for change should rest.

It is clear that the professions have not played a strictly passive role in their relationships with the universities. They may be more guilty of sins of omission than commission, particularly their reluctance or inability to respond briskly to new demands in a rapidly changing world. It may be fair to accuse them of structuring their teaching around narrow theoretical preoccupations rather than matters of general, practical concern.

However, it is also true that they have not been exposed to any great pressure to change. The colloquium attempting to apportion blame for what is wrong there is a risk that other responsibilities in "society" will be ignored.

A minor, but significant, argument which occurred during the colloquium was that exclusive responsibility for deciding what kind of professions society needs and deserves should never be allowed to devolve upon either the universities or the professions. The power of the professional bodies was attacked and defeated with equal vigour in discussion, but it is surely obvious that their prime purpose is to pursue the interests of their own members; they cannot properly represent the interests of society at large.

In so far as the professions are the product of social change and the progressive division of labour in society during the nineteenth and twentieth centuries, so they have come to represent sectional interests in society. Some of them have acquired great strength and have allied themselves with the dominant interest in Britain today. Others have remained relatively weak; it is difficult to know whether the lack of strong chartered bodies in the engineering profession is a cause or a consequence of the diminished status of engineers today. Certainly, an argument for weaker or even less selfish professional bodies is not necessarily an argument for progress.

The cases considered by the colloquium did not suggest that the professions always know to the letter professional bodies. Mrs Plaud's initial observation that the professions depend for their survival on theoretical developments, which emanate mainly from the universities, was not seriously challenged. However, it is clear that the universities do not act autonomously in their pursuit of knowledge, nor should they. It would be romantic to suggest that the professors are always engaged in the pursuit of "truth" and that virtuous professions and a healthy society can be derived from this search.

While teaching and research in the universities continue to respond to a wide range of interests, professional and other, the pursuit of knowledge will remain very subjective. Moreover, what goes on in universities is in large measure a product of the professional interests of academics themselves. Esoteric research which may be the passport to academic prestige is not often of practical value to the professions or to the public at large.

The status of academics in a discussion of the professions remains ambiguous. The opinion that teachers cannot properly be regarded as professionals was a constant theme. If this is so, the contradiction suggested in the title of the colloquium may be very apposite. Although some might regard the professors as distinct from the professionals, their complicity was seldom in doubt. Where the relationship was considered, some suggested, as in the case of the lawyers, the expressed desire was for rapprochement.

Whether or not this alliance was in the best interests of society was speedily questioned conspicuously by Darwin students. Some suggested that a discussion of this subject in a Cambridge graduate college, led by professors and professionals themselves, could hardly aspire to impartiality or objectivity. Although themselves complicit to some degree, the postgraduates were quick to identify selfish or narrow interests represented by speakers at the colloquium. Their sneaking comments could cause a swift closing of professional ranks, turning attacks on candid self-examination into strenuous self-defence. At times this response proved amusingly eloquent, more so than the direct attacks on professional postures in the rhetoric of class conflict.

At times, the students could watch wryly, and with a degree of detachment, while the professors and professionals articulated their feelings of insecurity and their anxieties about their own position in a changing world. For the part the colloquium leaders could take little comfort from the knowledge that very soon the post graduates would also be experiencing the same doubts and anxieties.

Discussion leaders in the final three sessions of the Darwin Colloquium were: Mr Alex Gordon, past president of the Royal Institute of British Architects, and practising architect in Cardiff. Dr Nicholas Bullock, lecturer in architecture and Fellow of King's College, Cambridge.

Dr Dean Hawkes, lecturer in architecture and Fellow of Darwin College, Cambridge (chairman of the session on architecture). Sir Sam Edwards, John Humphrey Plummer, professor of physics at Cambridge, and formerly chairman of the Science Research Council. M. I. Finley, professor of ancient history, and Master of Darwin College, Cambridge (chairman of the last two sessions).

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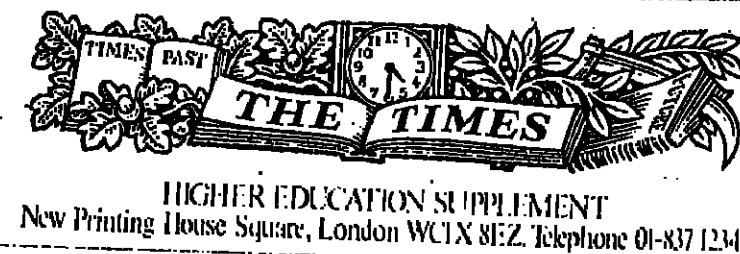
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## 'Brookings' dream is fading

The prospect of a British Brookings is becoming increasingly remote. This week's defensive merger by Political and Economic Planning and the Centre for Studies in Social Policy into the hybrid Policy Studies Institute will, as intended, make it even more difficult for the Social Science Research Council to raise the sort of money it needs to set up its own.

For this the SSRC itself must accept a share of the blame. Its handling of the Brookings initiative has been in some respects, maddening and politically insensitive. It has never made a serious attempt to win the hearts and minds of the existing institutes, which naturally fear that their work could be financially and academically eclipsed by a new, affluent and well-connected competitor.

The SSRC has, it is true, been at pains to stress that it does not want its new institute to become either a monopoly or a monopoly in the policy studies field. It has fastidiously tried to avoid the adoption of the "Brookings" tag for reasons which are not entirely clear. It has been a home-grown academic and political needs. But its protestations have been contradicted by its failure to make out a systematic, detailed and public case for a new institute.

To what questions would such a public statement have to address itself? First, it would seek to allay the fears of the financially insecure institutes already in the field that British Brookings will siphon away a seriously limited pool of research grants and financial donations on offer for policy studies. Without a detailed set of assurances, the SSRC claim that it wants to avoid a monopoly rings somewhat hollow.

Second, it would have to reassure the council's decision to opt for an entirely new institute in place of the existing work or energizing initiatives through its research grant allocations. Third, it would seek to convince academics that policy studies constitute an intellectually coherent field of research which can influence on government decision-making without compromising academic standards.

Finally, it would persuade Whitehall that the decision-making in government can be enhanced by co-operation with independent research, policy research, and spell out in detail just how a new institute would be organized and staffed. A manifesto on these lines could

form the basis of a public debate on the merits of policy studies. In its absence, the arguments have been forced underground and concentrated largely on the defence of vested interests rather than on the merits of the possibilities inherent in the Brookings concept. Even if potential sponsors of a new institute—the Ford Foundation, for example—are being given more details in private, they cannot but be influenced by the public hostility the initiative has encountered from people already in the field.

Moreover, by choosing the path of secret diplomacy the SSRC has made its initiative highly dependent on the enthusiasm of its individual advocates. It is unlikely to survive the departure of Mr Derek Robinson from the chairmanship.

But to criticize the way the British Brookings handover has been steered is not to say that the concept is ill-conceived. Of course, a simple transmittal transplant in the policy studies field. The Washington Brookings institution thrives in a system which makes it a policy-maker in flow in and out of government with the aid and tide of political fortune. In Britain, an entirely different approach will be needed to tempt senior academics and civil servants to devote temporarily from their career

trajectories. It will also be essential to avoid the competition of the institute by a particular party. There is, nevertheless, a clear need for a high-quality independent research institute that will be able to predict policy issues and monitor the consequences of government decisions. The destruction of the teacher training system by government myopia in the face of massive demographic upheaval is a stark example of the inability of the Civil Service to extend adequate long-range policies. Similar, there is a broad range of social and economic policies which need effective, and independent, evaluation by a body which can speak with academic authority.

The CSSP and PEP merger is unlikely to provide the answer. The staff may be collected in one building, but the new institute is bound to remain for some time merely the sum of its parts. Whether or not have been able to build effective bridges with Whitehall, the evidence of the sort of research that would be required of a British Brookings, in its handling of the current initiative has not discredited the idea of a policy studies centre for ever.

## Need for a new ACST

Unless there is an unexpected drama in teacher education last week's meeting of the Advisory Committee on the Supply and Training of Teachers is likely to be the last. The committee's five-year term expires in the summer, and the body which has presided over the massive cuts in teacher training places will come to an end in its present form.

Some of those in teacher education can be forgiven for viewing its demise with scepticism. During the past few years it has been preoccupied with matters of supply rather than training. The Government has presented it with proposals for reducing the teacher education system to match the fall in the birthrate. It has performed its function and is now considered dispensable.

The committee has, of course, done more than this. It has worked on in-service training, has produced a report on the BEd and has urged the improvement of teacher training in further education. But the inevitable taken up much of its time.

The crisis is not over. It is argued that it is only just beginning. Those in teacher training have been naturally been preoccupied with their own future as the threat of college closures has been a terrible prospect. There has been a terrible emphasis on the production of new entrants to the profession, but the committee will be more powerful than the old one.

The next few years will be crucial for teacher training and important questions must be answered. What are the relative merits of concurrent and the best training of the college? What is to be preserved in the colleges where much training will now take place? What is to be done to ensure that in-service training is given to teachers as the number of entrants to the profession dwindles?

Equally urgent are the problems which dozens of colleges of education will face as they either close or contract. They will have to cope with staff which may not match their students' needs; they will also have to turn out teachers in very difficult conditions.

Even in the short-term there is a need for a body to coordinate and advise. It is true that the sub-committee of ACST will continue to function but the main committee will not and it is unlikely that it will be a body to replace it at least until the autumn. This is regrettable.

In its Green Paper 'Education in Schools' the Government promised a new body to look at the content of teacher training. There was also talk of a broadly based professional association. The DfES said last week that the new body would be a reconstituted committee and would continue on a broadly based basis. It is to be hoped that this new committee will be more powerful than the old one.

## LETTERS TO THE EDITOR

### What price BL's new reference section?

Sir—The recent announcement (THE TIMES March 10) that the government is to sanction the first stage of the new premises for the British Library Reference Division at an initial cost of £7.4m and a final possible cost of at least £17m will, by the 1990s, create justifiably dismay amongst the higher educational and library community. In the meantime, the country is not too far from the point at which the library realised in tangible and prestigious form, the seemingly high cost will be dismissed in an euphoric of ministerial and official smiles.

On the other hand it is not too long ago that these columns were carrying the debate on capital provision for university libraries. Last year, for example, our university and research libraries are still in peril. It may not be helpful to set figures of £1m cost to build a new university library, or a million to build a 1,000 reader places, against the 25 times £1m on phase one of the reference division. But it is valid to set the UGC's working party's recommendation for university libraries against this recent decision.

There is, nevertheless, a clear need for a high-quality independent research institute that will be able to predict policy issues and monitor the consequences of government decisions. The destruction of the teacher training system by government myopia in the face of massive demographic upheaval is a stark example of the inability of the Civil Service to extend adequate long-range policies. Similar, there is a broad range of social and economic policies which need effective, and independent, evaluation by a body which can speak with academic authority.

The CSSP and PEP merger is unlikely to provide the answer. The staff may be collected in one building, but the new institute is bound to remain for some time merely the sum of its parts. Whether or not have been able to build effective bridges with Whitehall, the evidence of the sort of research that would be required of a British Brookings, in its handling of the current initiative has not discredited the idea of a policy studies centre for ever.

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various constituents of the reference division, and particularly at Bloomsbury, with the very intensive use in university and college libraries. Figures for capital expenditure per user in the British Library sector compared with the university population as a whole would be revealing.

Of course the national collection must be preserved and conserved, but so must university research and scholarship—active rather than dead. Let's have more information and a wider debate.

In higher education libraries we are continually encouraged to exploit the stock we have and to be less concerned with the acquisitive aspect of which new buildings are one of the most visible signs. Public libraries have had to, and have college of education and university libraries. Before the heading rush to cut the first and hasten on the white elephant of the full implication to the library (and education) system as a whole before committing expenditure on this lavish and disproportionate scale.

One final point. The UGC's working party report recommends that university libraries dispose of surplus stock to the British Library. This is a commendable idea, but it is not clear how it is to be implemented. It is not clear how it is to be implemented. It is not clear how it is to be implemented.

The message is clear: researchers are going to have to tough it in libraries. The needs of scholars are not being served. Clearly, for the British Library, administrative convenience is sufficient justification for spending an estimated £10m, but any university library the academic's desire for access to stock is insufficient grounds to spend £1m, or even less, on good neighbourhood storage facilities. Recent evidence shows that the number of "core" regular users of the reference division is very small. Contrast this low-level use in the

such information would find its way to this office and they will receive a brief questionnaire. We guarantee that anonymity will be preserved throughout the report and its preparation and that in due course all correspondence from individuals will be destroyed.

Yours faithfully,  
J. KASSMAN,  
National Council for One Parent Families,  
255 Kentish Town Road,  
London NW5 2LN.

**Salary comparisons**  
Sir—As a university teacher with experience in a polytechnic I have read with disquiet the high correspondence on comparative salaries in the two sectors. My current colleagues cannot blame polytechnic teachers for a position imposed by experience. Before I thought the polytechnic and colleges had stupid salary scales with ridiculously small differentials.

The result was that though initial salaries were sufficient to attract reasonable candidates, poor career prospects meant the best ones left for other employment. For example the salary of my head of department in a polytechnic was then little above the top of the university lecturer scale.

The Houghton award established professional salary scales, essential for the healthy future of the polytechnics. It is unfortunate that because of the earlier poor salary scales many inadequately qualified staff remain in post in the polytechnics, but this can only be cured by time.

Currently university staff are much better qualified than the majority of those in polytechnics and undertake work at a higher level, but we also have a good fortune to benefit from the good facilities. Comparability between the two sectors is not only reasonable but essential for the health of both; almost impossible.

Perhaps what is needed is not only the long overdue rectification of the university teachers' salary scale within the polytechnics, but possibly also a flexible salary scale within the polytechnics. Yours faithfully,  
J. A. CLARKE,  
School of Agriculture,  
University of Nottingham.

**Letters for publication should arrive by Tuesday morning at the latest. They should be as short as possible and should be written on one side of the paper only. The editor reserves the right to cut or amend them if necessary.**

### Policy analysis

Sir—Gareth Williams' comment on the proposed institution for higher educational policy (THE TIMES March 10) comes close to missing the point. It is right to remind us that the Expenditure Committee identified a need for serious independent analysis of education policy in general. At the Centre for International Studies at North East London, Polytechnic we have ourselves contributed to this with the examination of several policies and the operation of the Department of Education and Science in a series of publications, and are continuing to do so.

But there is a more general—important that the activities of government departments be subject to independent and searching scrutiny. The major gap in all this is not an absence of particular studies, but the absence of a developed and accessible theoretical base for doing this. The problems Professor Williams cites of the different types of policy studies units are simply illustrations of this more fundamental weakness. The objection to establishing a policy studies unit is, thus, the present practice is inadequate. We need instead of a encouragement, and, preferably, support in the institutions where progress is being made.

Yours faithfully,  
JOHN PRAVIL,  
Director of the Centre for International Studies,  
North East London Polytechnic.

**Japanese studies**  
Sir—Michael Peck's comment (THE TIMES March 10) that the time has come for a considerable growth in university studies in Japan has come and gone. It is a pity that the failure of the universities to then expand the number of Japanese studies, however, suggests a more fundamental problem.

In its 1960s, the Japanese studies in the UK were awarded in the early 1970s, 33 per cent were in languages of the LEC, and a further 10 per cent were awarded to other disciplines. The remainder of the total of non-European civilisations, the greater part of which was devoted to the study of Japan, was extremely difficult to change. The UGC offer all has deliberately discouraged such creations.

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Surveys at Aston have shown that students in general are often more sensitive to language needs than are academic administrators. Last year some 20 of them, mainly in the Management Faculty, asked for a Japanese course, which we were able to provide, and which is to be repeated and now seems well established. As a contributor, I am myself deeply suspicious of any one who proposes to study a great civilisation without coming to grips with its language.

ERIC CLAVERING,  
Department of modern languages,  
The University of Aston in Birmingham.

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**Illustrations from The Oxford University Press and The Spread of Learning 1498-1978, an illustrated history, by Nicolas Barker, OUP, £10.00.**

## The man who stirred the fire and set them all running

An account of Benjamin Jowett's relations with the OUP, to mark 500 years of the press\*



OXFORD

Benjamin Jowett became vice-chancellor in 1882 when he was already 65. He had every intention of making his presence felt in the next few years, and drew up a list of things he wished in that time to change or reform. One of these was to superintend a series of Greek texts, with the Homeric scholar D. B. Monro and Evelyn Abbott as his collaborators. Moreover he there and then moved that a return should be laid before the board of all the unprofitable books published by the press between 1860 and 1880. Price was left to perform this unenviable task during the Christmas vacation.

The list of unprofitable books naturally contained many titles which the press had reason to feel proud, but it was not a heartening statement to have to lay before the new vice-chancellor. The losses incurred were estimated at £26,404, out of production charges of £31,657. Though stocks had been wasted in 1863 and again in 1872, only very rarely had books been actually put out of print.

The only recorded response of the Delegates to the secretary's post-mortem was to instruct him to take steps to improve the advertising of Oxford books. Henceforth Jowett adopted the maxim that to make money rather than to advance learning was the primary policy of the University Press. He did, however, introduce to Oxford and to the press the great John Addington Symonds, Birkbeck Hill, who in turn introduced the eighteenth century as a legitimate field of study.

Jowett's proposal for a series of Greek texts was presented in the form of a printed prospectus and considered by the delegates in February 1883, at a meeting at which both Pattison and Bywater were present. A proposal from Pattison for an edition of Schiller's minor poems by one of his students, Theodore Althaus, was unfortunately also on the agenda. It was rejected and Jowett's scheme was approved. "The conversation which ensued," Pattison recalled, "showed that you may be Regius Professor of Greek without knowing the most elementary conditions of the formation of the Greek text." The prospectus was, in his view, most unscholarly document, and the whole undertaking entirely repugnant.

Jowett casually stated that the texts should be based on the best German texts, "with some original MSS where needed". That was the matter decided of he could get down to business. From two to four volumes were to be published each year, beginning in January 1885. They were "to be printed on the best paper and in the best manner"; in a larger size for libraries; and in a smaller size for the same type, or reduced by photography from the printed page, for schools.

He listed the first 10 authors who were to be rewarded by a fee of £100 and a royalty of 10 per cent on every copy sold. The books were intended to be cheap, and were to be produced by the School Committee at the start of the year. The first text was S. II. 1400 pages; he was paid £125 on publication, and 2d a copy after 1,000 copies had been sold. But that was not until the twentieth century.

A year later Jowett came up with a revised and slightly more refined prospectus. The texts were "to be

based on the best critical apparatus already in print, with some original work on MSS where needed". He had dropped the idea of photographic reduced editions, but still in the interest of cheapness split up into parts, bound in paper, and sold at 1s 3d for 100 pages. The student thereby being required to buy only the parts he needed. The name of Bywater appears against Aristotle's Poetics and that of Monro against Homer, and the Professors Goodwin, Harvard, Frothingham, and Dr Evelyn Abbott were to act as general editors.

But not even Jowett could impose his will upon Delegates so deeply suspicious as Pattison and Bywater. Though the project had been accepted in principle, a great deal could be done to impede its realization. Jowett knew that if based on fresh collations of the manuscripts the work would take too long and cost too much. But nothing less would be worthy of the Clarendon Press.

Anthony Wood's *Historia et Antiquitates Universitatis Oxoniensis*, 1674, one of Oxford's first books; and the press at the end of the 19th century.

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don Press, the collective conscience of the Delegates protested, and scholars of the highest repute would not countenance Jowett's short cuts. Reproducing the German texts would have done no credit to British scholarship and might indeed have been thought to serve no useful purpose at all.

The plan hardly differed from that of Kitchen 20 years before, which was in fact still maturing. But Jowett was only interested in cheapness, availability, and profit. "How he hated learning!" as York Powell, who was to have the privilege of being briefed by him in his own down to business. From two to four volumes were to be published each year, beginning in January 1885. They were "to be printed on the best paper and in the best manner"; in a larger size for libraries; and in a smaller size for the same type, or reduced by photography from the printed page, for schools.

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Aldoburn, had been a member of the Philological Society for many years, and had worked on the dictionary as a sub-editor. In 1882, after having been for a time Governor of the Bank of England, he resumed the work and struck up a friendship with Bartholomew Price. An attempt to persuade the Delegates to improve the equipment was partially successful: they granted the possibility of six volumes of 1,400 pages each.

In 1883 a new dictionary sub-committee was appointed under Jowett consisting of Liddell, Max Müller, Bywater, and Sir William Markby, Reader in Indian Law at Balliol, who had recently been appointed a Delegate. Part I of the Dictionary was already in proof. Jowett found the proofs, possibly the most heavily corrected proofs ever known, particularly fascinating.

It seemed to him that the illustrations should always be from the work in which a word was used in a particular sense for the

In the summer of 1884 Murray agreed to leave Mill Hill. But he had once hinted that if he moved, Price would be able to acquire for him one of the new professorships created by the High Commission, and Jowett certainly allowed him to believe that a university appointment would be his reward. It was something he coveted. He had received an honorary LLD at Edinburgh ten years earlier, which enabled him to wear a cap and gown. The form was an essential part of his working gear. He did not like entering the scriptorium and wore it for all dictionary work. Admission to the University of Oxford would have been an even higher distinction. But the Government granted him a Civil List Pension of £250 for life, and it was no longer necessary, in the view of those who knew nothing of Murray's inner longings, to obtain for him an academic post.

Murray and his eight assistants were more than ever committed to achieving the impossible. The negotiation of new terms meant further anguish, for the delegates wished to make them dependent on an annual guarantee that 704 pages would be published each year. Murray was troubled too, by Jowett's growing insistence that he should look for a second editor. Publication of part I had prompted a long and disconcerting review in the *Athenaeum* by Henry Bradley, Jowett's clerk from Sheffield recently made redundant. Somehow he had acquired an extraordinary understanding of lexicography. But Murray was not sure that there was a long and disconcerting review in the *Athenaeum* by Henry Bradley, Jowett's clerk from Sheffield recently made redundant. Somehow he had acquired an extraordinary understanding of lexicography. But Murray was not sure that there was

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"Bat" Price, left, founder of the modern press, and Benjamin Jowett.

Murray visited Oxford, Hicks Gibbs and Price calmed feelings, and with an assurance that Murray would be allowed to write his own introduction to the crisis passed.

In January 1884 Part I, A-Ant, was eventually published in an edition of 5,000 copies. The first 352 pages of the dictionary had taken five years to produce. Any satisfaction at seeing something in print at last was quenched by that dismaying reality, for it had been supposed and was still supposed that the dictionary would pour from the press at the rate of 704 pages a year, every year. In view of the expenses so far incurred, the return on the sales of Part I was desirous.

The delegates appealed to the First Lord of the Treasury for a Civil List grant for Murray, and Jowett insisted that he be brought to Oxford, and suggested either with a co-editor or a larger permanent staff.

The death of Stacey in 1884 brought about the end of the partnership. The delegates were in possession of the 48 shares. A committee headed by Jowett had interviewed the candidates for the post of "Comptroller" or "Manager" of the Printing business, and appointed Thomas Hart, a man of 43. He had started work at the age of 14 as a "reading boy" for the printers Woodfall & Kinder in London. He had been in turn compositor, "library" clerk, bookkeeper, and, at the age of 26, manager.

When he joined the Oxford University Press he had for two years been in charge of Messrs. Clowes & Son's principal London business. He was well qualified to take over a large and expanding business which by the nature of its growth was peculiar. He found many of its resources inoperative and out of date, and began to make plans for improvement. He proposed with Max Müller's enthusiastic support to establish "a department for the facsimile reproduction of rare books and MSS", and recommended the purchase of a large quantity of Chinese, and obtained approval for buying a Gibbs Hot Rolling Press, nine new printing machines, a 10 horsepower gas engine, and for building an annex to hold the new machinery.

He was interrupted in 1886 by Jowett forcing the appointment of a subcommittee to investigate the alleged deterioration in the quality of printing at the University Press. As Bartholomew Price's successor recalled to Hart with affection many years later, it was Jowett "who first stirred the fire and set us all running". It took a great deal out of all concerned, he added.

It might seem from Jowett's behaviour that Price's management had left here and there something to be desired, but Price enjoyed an immunity from explicit criticism. He was a great administrator. There were those ready to say that he created a legend in his own lifetime. In 1898 the vigour of his constitution still astonished Oxford. But in 1884 he was exhausted and became seriously ill. Whether or not Jowett was provoked too much for him he decided to retire.

"The selection of the person to fill the post of Secretary", it was written in the Walcock Report of 1970, "is... a matter of the highest consequence to the university.... It is a great misfortune that the consideration of the most important of all the functions performed by the Delegates." In 1884 that function was usurped by Benjamin Jowett.

\* Extracted from *The Oxford University Press, an Informal History*, by Peter Sutcliffe, OUP, £6.75.







## BOOKS

## Running true to type

The Conditioned Imagination from Shakespeare to Conrad  
by Michael J. C. Echeruo  
Macmillan, £6.95  
ISBN 0 333 22085 4

By "conditioned imagination" Michael Echeruo refers not just to the set of expectations and experience of conventions with which any trained reader approaches a literary work, but to the whole set of cultural assumptions and attitudes imbedded in the writer's creation of a work and his audience's realization of it. Echeruo is concerned particularly with the ways in which writers have relied on certain recognizable types and collective attitudes concerning them, attitudes which the author either underlines or reinforces.

Such attitudes, or "prejudices" as Echeruo goes on to label them in a rather questionable linguistic sleight of hand, are seen as necessary ingredients in any significant work and he declares that "the importance, and even the seriousness, of a work of literature is directly a function of the force of the conditioning frenzy, or prejudice. Accordingly, it is necessary to argue that great literature has to have great prejudice to sustain it. Conversely, a work is not literature if it does not over-ride its own prejudice to justify." Echeruo further argues that a work cannot be understood fully except in the context of its time and that the critic's task is to "decode" a literary work in the light of its original audience's collective attitude. It is this decoding with reference to what Echeruo calls "exo-cultural stereotypes" in *The Merchant of Venice*, *Othello*, *The Nigger of the Narcissus*, *Robinson Crusoe*, *Aphra Behn's Oroonoko*, and *Pauline's Light in August* that makes up the body of the book.

Echeruo's distinction between

ordinary and exo-cultural stereotypes is a useful one. Whereas the first (a stereotype like the braggart soldier, for example) is seen as a deliberate simplification within the cultural group, the second tends to be seen as representative of the whole group to which it belongs. The psychology of the character is not to be understood by the usual norms but *sui generis*: the behaviour of Othello or of Joe Christmas in *Light in August* arises from their blackness and is to be explained primarily and essentially in terms of what the authors and their audiences assumed to be the black type. The concept of the exo-cultural stereotype need not be limited to racial groups (assumptions about class, the peasantry, women, certain professional groups by writers and readers outside such groups seem often to produce modes of characterization and responses similar to those analysed by Echeruo). Indeed, his chapter on Shylock argues convincingly that it was not race but belief and practice that excluded the Jew of Shakespeare's time from the Christian community. Hence, the famous "Hath not a Jew eyes...?" speech would not have been heard by an Elizabethan audience as a defence of Jewishness as such, and in general the play affirms rather than undermines the contemporary consensus, focusing in a conflict between Christian mercy and Jewish hard-heartedness.

The chapter on *Othello* seems to me less convincing. While it is incontrovertible that Othello's blackness is an issue both for those in the play and for those watching it, I feel it is an oversimplification to see his tragedy in terms of the succumbing of a nobility exceptional for his group to an intellectual weakness and culpability which, together with jealousy and a propensity to jealousy, are seen as typical of it. In any case, one would like to

see the ways in which Othello's jealousy and sense of personal affront differ from the reactions of Leontes in *A Winter's Tale* or Claudius in *Much Ado before* accept that his excessive jealousy makes their excessiveness plausible. And how is one to reconcile the ego-like cunning of Aaron in *Titus Andronicus* with the insistence that Moors are assumed to be foolish? A full analysis of the significance of Othello's blackness would also need to acknowledge other aspects of the "conditioned imagination"—attitudes towards revenge and military prowess, for instance—and their interaction with attitudes towards race. Similarly, the discussion of racial stereotypes in Faulkner, failure to distinguish clearly between narrator and author and to take into account the full complexity of the interplay of comments by narrators with other aspects of the novel.

Although the discussion of *Man Friday* and of *Oroonoko* is illuminating and incisive in suggesting how the intellectual optimism of the Enlightenment was undermined by the failure of authors in that age to recognise and give imaginative force to their contemporary prejudices, with the result that portraits of the noble savage are generally sentimental and implausible, Echeruo's thesis that great literature is sustained by great prejudice needs further substantiation. Moreover, the chapter on *The Merchant of Venice* in particular suggests issues which Echeruo does not acknowledge. Is it possible or even desirable for a modern audience to view the play as Shakespeare's contemporaries did? It may be that the Elizabethan audience, on the other hand, cannot be obliterated and must influence, perhaps fruitfully, its experience and perception of the play.

C. L. Innes

## Muir, Marx, and Macbeth

The Sources of Shakespeare's Plays by Kenneth Muir  
Methuen, £8.50 and £4.90  
ISBN 0 416 56270 1 and 56280 9  
The Singularity of Shakespeare and Other Essays  
by Kenneth Muir  
Liverpool University Press, £9.75  
ISBN 0 85321 433 7

Both of Kenneth Muir's volumes are in part reprints. The first is a new, revised and amplified edition of *Shakespeare's Sources I* (1957), adding material on the histories and qualifying some earlier findings. The second gathers together 14 papers published or delivered at various times over the past 30 years, the 1976 Vancouver lecture giving its title to the whole collection.

Comparing the earlier *Sources* volume to the later, and comparing the first with the latest written of the essays in the collection, it is tempting to reflect on the nature and the limitation of a long and distinguished contribution to Shakespearean studies. The earliest of the essays, "Timon of Athens and the Cash Nexus," which first appeared in *The Modern Quarterly* (1947), recalls from Marx a valuable insight into an aspect of Shakespeare's significance that remains inadequately explored: "the endless degradation in which man orders simply for himself, is expressed in the relation to the woman as booty and as the servant of the general lust." The Shakespearean diagnosis of the liberal economic and human squallor of Timon's Athens remains valid, and still deserves the sensitive attention owed both to the poet's art and to his political and historical vision. It is good to watch Kenneth Muir grooming himself to succeed Andrew Bradley by recognizing with the young Marx Shakespeare's concern with "the immediate, natural and necessary relationship of one human being to another," and with the failure of the society to sustain the possibilities of "mutual being".

Unfortunately, however, it cannot be said that much of Professor

Muir's later work has been attentive to such large and mighty issues. Ironically, if a long commitment to editing duties, copying, close and exhausting attention to the detail of a text, has a little diminished an earlier capacity to handle general questions and large topics, essays which declare a religious ambition are apt to disappoint. In "Shakespeare and the Traffic Pattern" (1958), for example, declines into desultory asides about a number of plays without ever imposing conceptual and largely topical essays closer to *Richard III*. It is said, "than to any other tragedy," but "Richard is entirely a William, committed to evil from the start," while "Macbeth becomes a villain, but we watch his temptation and fading potentialities we may risk banality, but at this level of simplicity one is tempted to retort that Macbeth is presented as a 'bloody butcher' in the play's second scene and so described in its last. A distinction must be made somewhere between heroic and unheroic butchery, and there are things to be said about Shakespeare's readiness to put before King James a play which is as preoccupied with history as any that Seneca contrived in the reign of Nero; but Professor Muir is content with the suggestion that for the king's sake Shakespeare adopted "a more classical structure".

The editorial microscopic eye, however, works to advantage in the remarks about "the ravel'd Sleeve of Care" in an enterprising paper on "The Uncomic Essay".

There are two essays on Shakespeare's contemporaries. The first on Edward III is responsive to that play's Ovidian dialogue but understates the imaginative stresses created by its perverse conviction that war and women are beautiful in the same way. The reader of the early Marx could with advantage have remembered that conquerors in war expected to treat women as booty.

The survey of Robert Greene's plays is a welcome one, but the balance between the earlier *James IV* and Shakespeare's later plays might to good purpose have

been more prolonged. Neither here nor in the references to Greene in *The Sources of Shakespeare's Plays* is there any detailed attempt to analyse the specific relationships alleged by Dover Wilson and others between the work of the two writers. If, for some reason, then Shakespeare's debt could be a multiple and profound one. It happens, incidentally, that in the *Sources* volume Professor Muir does not accept Bulough's attribution of *Henry VI* wholly to Shakespeare and appears to take over from Wilson's case that the first part was written after the other two. The distribution of source material between the three plays makes Wilson's argument very implausible, and it remains extremely improbable that any playwright other than Shakespeare could have assimilated as much chronical material as the maker of Part I adroitly does.

When so much English scholarship remains obstinately parochial, it is good to find among the collected essays one on "The Comedies of Calderon" and another on "The Plays of I. R. Lennormand". The second connects intricately with "some Freudian interpretative structures" as in both the editor Muir is to be faulted for taking the measure of the insights of psychoanalysis. Again, the account is too selective and casual to serve any of the purposes of systematic study, but here, as elsewhere, there is much to be grateful for, and much that will tease readers into believing that they could volume on the *Sources* offers some perspectives that Professor Muir does not find in his previous work, but the original conception of Kenneth Muir's book has not survived the publication of the earlier work, and now we must await the "detailed discussion of Shakespeare's reading" that Professor Muir tells us is still to come.

Philip Brockbank



Title page illustration to *Rip Van Winkle* by Washington Irving, 1848. From a printed book in America by Joseph Munnich, 1848. Price, £17.50.

## Mixed company

The English Novel: developments in criticism since Henry James  
edited by Stephen Haxell  
Macmillan, £5.95 and £2.95  
ISBN 0 333 21472 2 and 21473 0

Having stated the now celebrated axiom about trusting rules rather than artists, D. H. Lawrence went on to pronounce that the "proper function of the critic is to save the tale from the artist who created it". Lawrence the critic rather than Lawrence the artist, finds himself in a mixed company in Stephen Haxell's new book, a collection of essays in modern criticism of the English novel.

He is joined in with James, Leavis and Trilling in a first section entitled "A Major Tradition", though what this tradition and its exponents truly represent is only barely explained. Haxell's introduction to the 19 essays, however, and bits of chapters reprinted here, must have variety. A subsequent section on "The Art of Eliot Fielding, checked by how with ones on Durrell and Beckett, is a concluding part of the volume. The editor of three contemporary authors, Iris Murdoch, Angus Wilson and John Fowles.

Fowles in fact looms nearly as large as he does in the volume, as he is by two extracts from *The French Lieutenant's Woman*, as well as finding himself discussed prominently in a fascinating essay by another working novelist, Malcolm Bradbury. It is none the less a pity that there is not more discussion of the author in the more radical experiments in modern fiction. If Fowles looms large, Joyce does not. Deckett is considered in a short article on *Ping Pong* from *Encounter*. Relatively conservative modern fiction is better covered than the experimental, and Haxell's tastes also seem to bias him against more

recent developments in criticism. Bathes and his disciples, though mentioned in the introduction, do not appear in the select bibliography. Gabriel Josipovici, who makes the latter, but misses the former.

Haxell's worthy enough introduction seems to have been to state that there is a variety of critical approaches to the novel. He wants us to see that since James and Lawrence the critical tradition has been a great deal more complex, committed comment on the art of fiction, and that committed criticism has been with each other.

While Lawrence, in his "Introduction", sees morality as the chief influence between the novel and the modern university, and "morality" in the novel constantly threatened by an artist's predilection for the "tendency in our culture to the value the purely moral above the merely social". For Haxell, the debates about "morality" and "realism" still seem live issues.

In the end this is a very useful volume, one which might most usefully be read by those who are not yet fully conversant with the critical tradition. It is a pity that it is not more fully conversant with the critical tradition. It is a pity that it is not more fully conversant with the critical tradition. It is a pity that it is not more fully conversant with the critical tradition.

Andrew Sanders

## BOOKS

## The dawn of the affluent society

The Slump: Society and Politics in the Depression  
by John Stevenson and Chris Cook  
Cape, £8.95  
ISBN 0 224 01390 4

Followers of some of the more marginal recent historical publications will have noticed this book edging its way over the horizon from two different directions. From the pen of Dr Stevenson, a versatile social historian who has also published on the early nineteenth century, have appeared already three essays challenging the traditional social interpretation of the 1930s as a time of unrelieved depression and class war. And it was surely only a matter of time before the prolific Dr Cook, having completed his investigation of electoral grass-roots in the 1920s in several chapters and a major monograph, applied his painstaking methods to the next decade.

As could have been anticipated, the complimentary interests of this hardworking pair have combined to produce an attractive and intelligent book documenting and developing with further research the "revisionist" view of the 1930s which has recently gained ground among historians.

For the last decade some economic historians have been insisting

that the growth rate of the inter-war economy compares favourably with that of the pre-1914 (or even post-1945) period. On this view, hunger marches and dole queues, the long established symbols of the 1930s—are a feature only of the hard pressed communities based on the declining Victorian export staples. Whereas, liberated by electric power from their ties to the industries, new and expanding industries were growing up in the Midlands and South East, often based on new technology, a mass consumer market, and rationalized production methods. Because of this the 1930s, as even as Dr Stevenson and Dr Cook now persuasively argue, be seen as "the dawn of affluence"—the first phase in the revolution in the economics and quality of working-class life which has come to fruition after an austere but temporary setback in the 1940s.

This new economic perspective helps to explain Britain's political stability—quite exceptional by European standards—during the slump. And this stability is further illustrated by the second main thrust of the authors' argument: that the notorious electoral landslide of 1931 can be seen as itself evidence of political resilience, since the all-important Labour vote held by comfortably well and, moreover in seats can be explained by the abject collapse of the

Liberals into the arms of the Tories.

But though they imply that the new symbols of the slump should be Woolworths, Austin sevens, and the Jubilee, they do not go to extremes in their revisionism. While noting the improved health and living standards even within the depressed areas, the authors do not fail to treat with compassion the very real deprivation of the unemployed, the designated Special Areas, the mass unemployment of traditional industries, and the police bias towards the British Union of Fascists is likewise a model of judicious fair-mindedness.

However, a stimulating book such as this can whet the readers' appetite for more even than the authors deliver. Having nailed their revisionist colours to the mast by asserting the importance of the "new" Britain and the resilience of the political order, the authors surprisingly devote most of their book to examining—with impeccable scholarship—the conventional depression topics: the standard poverty surveys, unemployment, political extremism, and exaggerated fears for public order. There is no systematic analysis of Britain's social structure or how it was modified by economic growth and industrial change. The authors' industrial history, their relationship

with traditional working-class culture, or their effect on the labour and trade union movements.

Moreover the slump is sometimes treated in an historical vacuum. For example, both the decline of the export industries and changes in social habits such as the virtually important decline in fertility were long-term trends whose causes and major milestones could be more fully discussed. So too could the response to the slump by the major parties and the upper and middle classes. Finally, whereas the book treats Cabinet attitudes in public order in some detail, financial, industrial and social policy are insufficiently explained so that the reader may be forgiven for wondering why the Government had conceded the dole and protective tariff, but done so little else. On these vital topics Glynn and Osborn's *Interwar Britain: A Social and Economic History* (1976) is superior.

Thus while recognizing this book to be excellent within its own framework and a great value to both students and the general reader, the specialist will regret that its approach to society remains that of a descriptive social history and that its conception of politics is so narrowly psephological. In other words, its revisionist intentions are inhibited by its conventional focus.

Marin Ceade

## Drift to disaster

Britain and the Origins of the First World War  
by Zara S. Steiner  
Macmillan, £7.95 and £3.50  
ISBN 0 333 15427 4 and 15428 2

This is a fine study of British policies and attitudes during the momentous decade and a half from the death of Queen Victoria to the outbreak of the Great War. These were the crucial years which began the terrible slide to disaster for Europe, inaugurating half a century of unparalleled mass warfare, revolution, death and destruction. In more than 15,000 books one aspect or another of the diplomacy of the powers has been microscopically examined, the overall picture divided into jigsaw pieces, some small, some large, many overlapping, overwhelming the ability of the student of history to understand these crucial times.

We now have two enlightening contributions in the valuable series, "The Making of the Twentieth Century". The overall picture, V. R. Berghahn's powerful argument, *Germany and the Approach of War 1914*, and this book by Zara Steiner. The contrast of approach is instructive. Berghahn is confident that in the end the German policy of *Weltpolitik* was the cause of the war, and that the British policy of *Entente* was a drive for world expansion and, if necessary, war. By contrast, it is argued, was set by the ruling elites of the Kaiser's Germany, so as to divert the demands for political and social change of emerging industrial

Germany.

The domestic social and political calculations were the decisive influence on the making of German foreign policy. Berghahn amplified this conclusion with the fruits of his own researches on the German armaments industry and the navy lobby.

Zara Steiner does not believe the historian can expect to provide such content answers: "The mystery remains." One can only hope that what follows will give some additional insight into why the British, who were so much more concerned about the changes at home from Conservative to Liberal governments, followed a bipartisan foreign policy based on similar assumptions of national interest. Domestic social and political considerations of a small group of men, who despite the changes at home from Conservative to Liberal governments, followed a bipartisan foreign policy based on similar assumptions of national interest. Domestic social and political considerations of a small group of men, who despite the changes at home from Conservative to Liberal governments, followed a bipartisan foreign policy based on similar assumptions of national interest.

J. A. S. Grenville

## Church and state

Politics and the Churches in Great Britain, 1832 to 1888  
by C. J. T. Machin  
Clarendon Press, Oxford University Press, £15.00  
ISBN 0 19 826436 4

Church issues were at the centre of politics in the mid-nineteenth century. More were for instance, no fewer than 37 parliamentary attempts to deal with the obligation of non-Anglicans to pay rates for the upkeep of their parish churches in the period. Virtually whole sessions could be given over to a single ecclesiastical controversy, as when the 1851 session was occupied with the passing of the Ecclesiastical Titles Bill to prohibit Roman Catholics from assuming territorial titles already assigned to the Church of England. It was a time when a Conservative opposition wishing to embarrass a Whig government could think of no charge more damaging than a denunciation of ministers for failing to state that the new fangled of the young Queen Victoria was a Protestant.

Political divisions between Tories, Whigs, Radicals and Irishmen were greatly complicated by religious cleavages between (within the Church of England) high and dry traditionalists, Evangelicals, Tractarians and Broad Churchmen, and (outside the Church of England) Roman Catholics and Protestant Nonconformists of various categories. The result was a complex pattern of temporary alliances and enmities, as some new divisive issue arose, a pattern as Dr Machin points out, resulting from "religious plurality in a non-authoritarian society".

Dr Machin has analysed this intricate web with great care. Since his focus is always on the doings of governments and the calculations of party leaders, the picture is somewhat partial, but it is a picture of great men. We learn that Melbourne had no high opinion of Chalmers, the Scottish church leader ("I think him a madman and all mad men are dangerous").

Not surprisingly, had an even lower view of Victorian circles ("the Pope is a Doukay and his drivers are mules").

Chapters are planned broadly to correspond with administrative, so that the book is by and by a large chronological. There is consequently a risk, not altogether avoided, of reducing the analysis to a catalogue of events. This is especially true of the 1850s, but early 1860s when there was a danger of that demands explanation. Yet there are also dividends from their approach. Most particularly, it

illuminates the interaction of problems which are often treated separately but which in fact confronted governments simultaneously. The Whigs in the late 1830s, for example, found it difficult to make concessions to the established Church of Scotland and yet retain the allegiance of English Dissenters. The book manages to throw considerable light on high-level politics.

As the title implies it is therefore with the churches only insofar as they impinged on national politics. It is far less about the political attitudes and activities of religious groups in the mass! It is far more based on private papers than on the popular press.

Yet more attention to political movements among the churches at large would have suggested at least two major themes in the religious politics of the period that have been omitted: "anti-slavery sentiment and criticism for foreign missions. The book does not discuss the anti-slavery campaign of 1832, nor the enduring influence of anti-slavery feeling in, for instance, dissenting support for the Anti-Slavery League, or the agitation over Governor Eyre. Again, the pressures on government for changes in policy towards missionaries, especially in India, remain untouched. These issues were important in the churches, particularly among Evangelicals, and they were salient in politics too.

By and large, Dr Machin's evidence tends to confirm established interpretations of the subject and the period. There is fresh material illustrating the renewed vitality of the Church of England as an institution in the 1860s and the gradual pilgrimage of Gladstone towards Liberalism and alliance with Nonconformity. There is much to suggest that in the 1850s was similar in its religious politics to Northern Ireland in the 1970s—for the Protestant attempt to disendow the Roman Catholic Maynooth College was a hasty and ill-considered move, and there was even a Bill in 1853 to facilitate the departure of reluctant nuns from convents. The author concludes that in the period as a whole governments of all complexions adopted remarkably similar strategies essentially of policy of discriminating concessions alongside a desire to retain establishments.

Apart from providing a reliable account, Dr Machin has supplied a good reason for point for further research in the field by including a copious bibliography whose section on secondary material alone runs to 18 pages.

D. W. Bebbington

## Catholics under siege

The Catholic Subjects of Elizabeth I  
by Arlan Morey  
Allen & Unwin, £7.95  
ISBN 0 04 942161 1

Dr Morey intends this new study of Elizabethan Catholicism primarily for students approaching the subject for the first time. Inevitably, therefore, he has felt the need to traverse ground which may already be familiar to more specialist readers. Opening with a prologue on the Catholic restoration under Mary, he goes on to describe the settlement of religion devised by Elizabeth and her Protestant advisers. Then follows a succinct political history of Catholicism in England between 1558 and 1603.

In common with other present-day writers he sees the year 1570 as a turning point. Up to this date the Government had looked upon the problem of the persistence of Catholicism as one which might be solved by time as the adherents of the old religion passed from the scene. After 1570, however, the settlement of religion devised by Elizabeth and her Protestant advisers was seen as a permanent one. The state responded immediately with increasingly severe legislation which after 1581 made a priest's entry into England to minister to Catholics and, in certain circumstances, conversion to Catholicism crimes punishable by death, and which also imposed a draconian system of fines upon all members of the Catholic community who refused to attend the state church.

As well as providing details of the abortive plots to remove Elizabeth and of the activities of the English Catholics abroad including the Jesuit Robert Persons, Dr Morey supplies a summary of the writings of English Catholic apologists centred on Louvain and an account of the foundation of English seminaries and schools on the continent which by educating a new generation of Catholic missionaries alone made possible the Catholic revival of the second part of Elizabeth's reign.

He devotes at least a third of his book to the life of Catholic laity and clergy under siege. Concentrating on the country, he compares the very different faces of three Catholic gentlemen, Sir Thomas Cornwallis, Sir Thomas Tresham and Francis Tregian. For an ultramontane Catholic like Tregian life in Elizabethan England began to seem quite intolerable, but for Catholics such as Cornwallis with friends in high places or even for those less well connected like Tresham the penal laws and fines might be troublesome but not insupportable. The worst persecution undoubtedly fell upon the priests, and by 1603 some 120 had suffered a barbarous death. Yet still some priests contrived to evade capture, and a remarkable man like Richard Holby even succeeded in serving in England continuously from 1577 until 1640.

Not surprisingly the intense strains under which the priests worked resulted in dissensions which came to a head in the bitter and disabling quarrels between Jesuits and seculars in the last years of the century. Nevertheless, by the end of the reign, partly through the heroic resistance of some priests and some lay people, but also partly because of the lax and implacable enforcement of the laws, Catholicism had managed to survive, though it probably affected little more than 2 per cent of the population.

In what he modestly claims to be no more than an introduction to the study of Elizabethan Catholic history, Dr Morey has both made reference to recent monographs and also drawn attention to primary and secondary sources readily available in print. His full notes will help all who are seriously interested in the subject to pursue their studies further.

Claire Cross

The Annual Bibliography of British and Irish History, Publications of 1976 is published by the Harvester Wheatsheaf for the Royal Historical Society at £10.95.







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